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ABSTRACT

This report records the development and validation by Abt Associates, Inc. of utilization materials developed to accompany the two U.S. Office of Education film series, Jackson Junior High and Dial A-L-C-O-H-O-L. The first section describes the process by which the nine project products were developed. These products include the following: (1) a teacher manual (with spirit masters), student booklet, and promotional brochure designed to accompany each set of films; (2) an adult group leader guide, with promotional brochure, designed to facilitate use of the films with adult audiences; and (3) a teacher training booklet for using the films with new teachers and inservice teachers enrolled in alcohol education courses. Each curriculum project was reviewed by a panel of consultants, and the printed materials were pilot tested. The second section consists of eight appendixes which provide the results of the evaluation and field testing. (Author)

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# REPORT ON DEVELOPMENT AND VALIDATION OF UTILIZATION MATERIALS TO ACCOMPANY TWO SERIES OF U.S. OFFICE OF EDUCATION ALCOHOL EDUCATION FILMS

**Peter Finn**

**Abt Associates Inc.**
**55 Wheeler Street**
**Cambridge, Mass. 02138**

**August 1977**

**Final Report for Period July 1, 1975–August 11, 1977**

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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16. Abstract

This report records the development and validation by Abt Associates Inc. of utilization materials developed to accompany the two U.S. Office of Education film series, JACKSON JUNIOR HIGH and DIAL A-L-C-O-H-O-L. The first section of the report describes the process by which the nine project deliverables were developed. These products include the following:

- A teacher manual (with spirit masters), student booklet, and promotional brochure designed to accompany each set of films;
- An adult group leader guide, with promotional brochure, designed to facilitate use of the films with adult audiences; and
- A teacher training booklet for using the films with about-to-be and in-service teachers enrolled in alcohol education courses.

Each curriculum product was reviewed by a panel of consultants, and the teacher manuals, student booklets, and adult group leader guide were pilot tested, as well.

The second part of the report consists of eight appendixes which provide the results of the evaluations and field testing of these products.

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# PREFACE

This report records the development and validation by Abt Associates Inc. of utilization materials developed to accompany the two U.S. Office of Education film series, JACKSON JUNIOR HIGH and DIAL A-L-C-O-H-O-L, pursuant to contract No. OE-300-75-0390.

The report is divided into two sections. The first, PROJECT HISTORY, describes the steps taken in developing the eight products which are the output of the contract. The second section, APPENDIXES, provides the results of the evaluations and field testing of these products.

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# PROJECT HISTORY

Contract OE-300-75-0390 involved the development and testing of utilization materials designed to accompany two sets of U.S. Office of Education films (developed by the Northern Virginia Educational Television Association), JACKSON JUNIOR HIGH and DIAL A-L-C-O-H-O-L.

The project resulted in the development of nine products:

- A teacher manual, student booklet, and promotional brochure designed to accompany each set of films;
- An adult group leader guide, with promotional brochure, designed enable instructors and group facilitators to use the films with adult audiences; and
- A teacher training booklet for using the films with about-to-be and in-service teachers enrolled in alcohol education courses.

Each curriculum product was reviewed by a panel of consultants, and the teacher manuals, student booklets, and adult group leader guide were pilot tested, as well.

This section of the report describes the process by which these materials were developed and pilot tested. Eight appendixes which follow this section provide the results of the evaluation procedures.*

## JACKSON JUNIOR HIGH Written Materials

The initial step in developing the teacher manual and student booklet designed to accompany the JACKSON JUNIOR HIGH film series was for project staff to read the film scripts and view the film. The staff then developed a detailed outline for both products which was sent to twelve consultants for evaluation. This consultant panel included alcohol education experts, alcohol specialists, parents, teachers, school administrators, a health specialist, and a law enforcement specialist. Along with the outline, a series of evaluation questions was provided which the consultants were asked to answer during follow-up telephone conversations. In addition, four students viewed the films and critiqued them in terms of how we might develop student and teacher materials to accompany them. The results of this initial review step may be found in Appendix 1.

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*The results of the consultant reviews and pilot tests are presented as recommended revisions to the drafts of the various products. As such, they do not specify whether all of the suggested changes were actually made. However, as a general rule, most of the recommended revisions were made. NOTE: Names of the field test teachers have been deleted to protect their privacy, since there are occasional criticisms of their teaching ability.

Following consultant (and OE) review of these outlines, first drafts of the materials were prepared. These drafts, too, were sent to the same group of consultants, along with a series of questions for them to answer once more in a follow-up conversation. Four student "consultants" also critiqued the first draft of the student booklet. The results of this review may be found in Appendix 2.

Using the comments of the consultants and OE staff who had also reviewed the drafts, a second and pilot test version of the materials was developed. This version--including a teacher manual, student booklet, and spirit masters--was then pilot tested, along with the films, in a combined fifth and sixth grade class in Bridgewater, Vermont, and in two eighth grade health education classes in Des Moines, Iowa. The results of these tests are provided in Appendix 3.

After these tests the products were revised again and submitted to OE as final drafts. Minor changes were suggested which were incorporated into the final copy.

In addition, drafts were sent to the National Council on Alcoholism (NCA), which was considering disseminating the materials in conjunction with the National Clearinghouse on Alcohol Information (NCALI). These copies were reviewed by NCA's Director of Prevention and Education. Staff from the Division of Prevention within the National Institute on Alcohol Abuse and Alcoholism (NIAAA) also reviewed the final drafts of the JACKSON JUNIOR HIGH materials before they were printed.

The camera-ready copy of the materials was sent to the Boston Regional Office of the Government Printing Office which printed and shipped to NCALI 50,000 copies of the teacher manual and 350,000 copies of the student booklet.

Concurrently with the development of these two products, contract staff also prepared and delivered to OE camera-ready copy of a promotional brochure which both advertised the materials and included forms for ordering them.

## DIAL A-L-C-O-H-O-L Written Materials

Development of the teacher manual and student booklet designed to accompany the senior high set of films began subsequent to the preparation of the JACKSON JUNIOR HIGH materials. It proceeded through essentially the same steps as the junior high materials, with the exception that to conserve valuable time lost because of delays in production and delivery of the films by the film company, the outlines for these products were not submitted for consultant review. However, the first drafts were reviewed by our consultant panel. (The teacher, school administrator, student, and parent consultants who reviewed the JACKSON JUNIOR HIGH materials were replaced by other consultants appropriate to the senior high level of the DIAL A-L-C-O-H-O-L materials.) The results of this review may be found in Appendix 4.

A second draft of the materials was prepared and field tested in two tenth-grade health education classes in San Diego, California, and in a ninth and eleventh grade science class in Boston, Massachusetts. The results of the pilot testing of the second drafts may be found in Appendix 5.

These products were revised once again after field testing and submitted to OE and NIAAA for final review. Camera-ready copy was sent to the Boston Regional Government Printing Office which printed and shipped to NCALI 30,000 copies of the teacher manual and 200,000 copies of the student booklet.

A promotional brochure for the senior high package was also prepared and sent to OE in camera-ready form.

## The Adult Leader Guide

Shortly after completion of the senior high materials, work was begun on an adult leader guide designed to facilitate use of the films with adult audiences. First drafts of the guide were reviewed by three experienced adult group leaders; their comments may be found in Appendix 6. A second draft of the guide was then field tested at Pease Air Force Base in Portsmouth, New Hampshire.

The results of this field test, which may be found in Appendix 7, were disappointing. They appeared to indicate that the films might not be usable with adult audiences whose members were not parents. (An earlier non-contract-related test of the JACKSON JUNIOR HIGH films and teacher manual with a group of adults who were members of a Parent-Teacher-Student Association had indicated the films and written materials were entirely appropriate for groups composed of parents. The results of this study may be found in a separate publication, "Report of an Alcohol Education Study with Muzzey Junior High School PTSA and the Massachusetts PTSA," published by the Massachusetts Parent-Teacher-Student Association, Lexington, Massachusetts, 02173.)

The instructors at Pease refused to use any of the activities in the Guide and limited themselves to simply showing four of the films to small groups of Air Force servicemen and women and following each presentation with a few questions about the viewers' opinions of the films. The instructors felt the films were not appropriate for adult groups and did not want to waste the time of their audience discussing them. Moreover, they already had a complete drug and alcohol education program in operation to which the films had to be added. The instructors did not want to take away any more time than the bare minimum from their ongoing program to test our materials.

The four films presented were THE LEGEND OF PAULIE GREEN, HOTLINE, IN THE BEGINNING, and LIKE FATHER, LIKE SON? The first two films were shown to men and women who were base supervisors and largely over 30 years old. The latter two films were shown to enlisted men and women 18 to 23 years of age.

The instructors and most of the viewers alike felt the first three films were inappropriate for use with adults. LIKE FATHER, LIKE SON?, which was viewed by 18 servicemen and women, was very well received. However, as noted, this audience was between the ages of 18 and 21, and its positive feelings about the film may therefore not be representative of those of older adults.

What was not clear was whether:

a) the instructors were ordered by their supervisors to use the films and had no interest themselves in testing them adequately; or

b) originally the instructors were very interested in using the films, but after previewing them felt they were not appropriate for adult groups and therefore at that time decided to spend as little time as possible using them; or

c) both of the above held true.

Whatever the instructors' reasons for not carrying out a complete pilot test, the following conclusions emerged:

1. The Air Force personnel who viewed the films had mixed reactions regarding the films' appropriateness for them. Most felt three of the films were not useful and were geared to younger audiences.
2. The reliability of the servicemen's and women's opinions was somewhat questionable, however, since the instructors' hostile attitudes toward the films were evident before and/or after each presentation.
3. Even if the films are appropriate for adult groups, it was clear that they must be seen as appropriate by adult instructors if adults are ever to have the chance to view them.

In light of these results, OE and Abt Associates agreed that Abt should reallocate the set-aside funds earmarked for printing the Adult Leader Guide spirit masters to re-test the films and Adult Leader Guide in additional settings, including seven National Council on Alcoholism (NCA) sites and one adult education program.

The effort to pilot test the materials further was somewhat frustrating. The seven National Council on Alcoholism sites initially expressed considerable interest in testing the films. However, one site later called back to say it could not test the materials because it had no adult groups available. A second site, after viewing the DIAL A-L-C-O-H-O-L series, felt the films were poorly made and refused to test them. (Upon subsequently viewing the JACKSON JUNIOR HIGH Series, the staff indicated these films were good.) A third site tested them with high school students and with a mixed group of youngsters and counselors instead of with just adults.

The results from the remaining four tests were of mixed value to the project. For example, the Pre/Post Quizzes and Participant Program Evaluation Questionnaires from one site were lost in the mail. At another site, the test had to be postponed for a month because only two people showed up for the first meeting. A subsequent test which was expected to involve twenty-five to fifty nurses, educators, and other service delivery people resulted in the participation of only five people.

Appendix 7 contains the results of the testing at the NCA sites.

George Rogers conducted a full-scale test of the DIAL A-L-C-O-H-O-L films with his adult education class in the Massachusetts Department of Education, Division of Adult Education. The films were well received by his adult audience, and the discussion activities he implemented from the Guide were moderately successful. (See Appendix 7 for the filled in evaluation instruments.)

Overall, the results of the additional field tests indicated that the Adult Leader Guide needed no major (but several minor) revisions and could be used successfully with adult groups by an experienced and sensitive group leader. However, the additional tests reinforced the impression gained from the Pease experience that in the hands of a poor group leader the films will be seen by many adult viewers as targeted below their age level and, as a result, may not provide useful learning experiences.

At the same time the contract was modified to provide for additional testing of the Adult Group Leader Guide instead of developing spirit masters for the Guide. Funding was provided in the same manner, at the request of Abt Associates, to develop a short teacher training booklet designed to facilitate use of the films by teacher trainers in schools of education and summer schools of alcohol studies. This product was strongly suggested by the Abt staff for the following reasons:

a) To the best of the staff's knowledge, there was no multi-media teacher training package in the field of alcohol education.

b) The package would find a ready audience in schools of education, summer schools of alcohol studies, and, particularly, in in-service training programs which exist in most alcohol systems.

c) Using the films for teacher training programs would provide extensive and effective publicity for the films and help ensure their widespread use. Student teachers, education majors and current teachers who took courses in which the films were used would want to use these films when they came to teaching their students about alcohol. They would already be familiar with the films, having "previewed" them in their education classes.

d) Such a teacher training guide could be developed using existing contract funds if we agreed not to provide spirit masters with the Adult Group Leader Guide.

The Project Officer agreed with this estimation of the value of developing a teacher training manual, and, as a result, Abt's obligation to develop and print spirit masters to accompany the Adult Group Leader Guide was dropped and the contract modified to provide for the development of a teacher training booklet instead.

The teacher training booklet was developed and then reviewed in first draft form by OE and four consultants, two of whom were experienced teacher trainers. Their comments are provided in Appendix 8. The booklet was then revised and submitted to OE as a final draft. Suggestions for final revisions were made and, following their insertion, camera ready copy was sent to the Boston Regional Office of the Government Printing Office which printed and shipped 25,000 copies to NCALI.

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# Appendix One

## Consultants' Review Comments on JACKSON JUNIOR HIGH Teacher Manual and Student Booklet Outlines

## Student Reactions to JACKSON JUNIOR HIGH Films

## CONSULTANT LIST

### Alcohol Specialists

Globetti, Gerald - Alabama
Milgram, Gail - New Jersey
Russell, Robert - Illinois
Spoonster, Richard - Chicago

### Law Enforcement Specialist

Landstreet, Barent - Virginia

### Health Specialist

Mandel, Wallace - Maryland

### School Administrators

Ibarra, Herbert - California
Tull, Joshua - California

### Teachers

Bradbury, Julie - Missouri
Lennox, Jennifer - Vermont
Razo, Margaret - California

### Parents

Gorman, Betty Ann - Massachusetts
Willis, Erline - Massachusetts

### Students

Damon Capobianco
Sharon Sazlow
John Senesi
Bob Crane

## ALCOHOL SPECIALISTS

Gerald Globetti, Ph.D.
Gail Milgram, Ph.D.
Robert Russell, Ph.D.
Richard Spoonster

## LAW ENFORCEMENT SPECIALIST

Barent Landstreet

## HEALTH SPECIALIST

Wallace Mandel, Ph.D.

Alcohol Specialists
Law Enforcement Specialist
Health Specialist

## QUESTIONS ON

## TEACHER MANUAL, STUDENT BOOKLET, AND SPIRIT MASTERS

### A. Teacher Guide

1. If teachers were showing the alcohol education films, would they want to read a teacher's manual of approximately 22-35 pages in length (8½ X 11"), or major parts of it, before using the films?

2. Are there any specific sections of the Manual which should be omitted or shortened because teachers would not be interested in reading them in order to use the films effectively?

3. Are there issues or information about alcohol which have not been provided in the Manual which you feel teachers would need to learn in order to use the films effectively?

4. Is there a different order in which we should sequence the sections in the Manual to make it easier for teachers to use?

5. From your reading of the film scripts, are there points from the films which we should highlight that we have not already mentioned in Chapter II, HOW TO IMPLEMENT THE FILMS?

6. Are there any pre-viewing or follow-up activities which teachers might like to use in addition to those we have already suggested?

7. Should any of our suggested pre-viewing or follow-up activities be discarded because they are educationally unsound or teachers would be unlikely to use them?

8. Does the section of "Facts about Alcohol" by itself provide teachers with too little information for using the films effectively? If so, what additional factual information should be provided?

9. Does this section on "Facts about Alcohol" provide teachers with more information than they need to know in order to use the films effectively? If so, which sections should be omitted?

### B. Student Booklet

10. In general, would students in grades 5 through 8 be receptive to using an 8½" X 11" 15-20 page booklet (attractively presented, etc.) on alcohol?

11. Are there topics included in the Booklet which should be omitted or shortened because students would not be interested in reading about them or capable of learning from them?

12. Are there issues or information about alcohol which have not been included in the Booklet outline which students should read about in order to understand and benefit from the films?

13. Is there a different order in which we should sequence the sections of the Booklet to make it easier for students to read?

## C. Spirit Masters

14. Should any of the spirit masters we propose to develop be discarded because they are educationally unsound or teachers would be unlikely to use them in conjunction with the films?

15. Are there additional spirit masters we should develop which teachers might want to use when showing the films to their students?

## D. General Questions

16. Are there any parts of the Manual or Booklet which might make school administrators reluctant to authorize their use in their schools?

17. Is there information or are there issues which you feel these materials should provide or address which would make school administrators more comfortable allowing their teachers to use the films.

18. Are there any parts of the Manual or Booklet which might upset or offend members of a community -- especially parents?

19. Is there additional information or are there other issues which the materials should address which would make the use of the films and materials more acceptable to the community -- especially, to parents?

Gerald Globetti

(Alcohol Specialist)

University of Alabama

1. Definitely; the more you give, the better.

2. Too extensive stress on methyl alcohol. This isn't a great problem.

3. Provide revealing quizzes; e.g., one provided in Jaycees package, because people think they're sophisticated about alcohol when they're not. Without such a quiz to serve as an "eye-opener," kids will think they know it all and have nothing to learn.

4. Good.

5. No.

6. No; but he questions whether younger kids are sophisticated enough to do all of the activities.

7. No. Provide a large selection.

8. Adequate.

9. No. The more you give, the better.

10. Must be attractively presented, eye-catching, with drawings, colors, catchy phrases, etc. Avoid textbook style. Size of print is important, too.

11. He's not sure whether it's wise for this age group to stress the uncertainty about our current state of knowledge in the field of alcohol. This approach might add to kids' confusion. Stress what is known and omit ambiguous stuff.

12. Provide more stress on responsible abstinence: there are good and bad reasons for abstaining. Stress that people who don't drink should respect people who do.

13. Begin with effects -- kids are interested in them most.

14. No, but some may be a bit too advanced for kids in this age group.

15. Provide a motivating/revealing quiz. See 3 above.

16. Stressing responsible drinking smacks of promoting drinking. Therefore, pair with responsible abstinence. Also, stress responsible decision-making. He was not indicating, however, that responsible drinking approach should be made any less prominent; only that it will alienate some parents, etc.

17. Stress responsible abstinence as a viable option. Indicate youth and alcohol may not be a wise combination outside the family setting. Youth is a trying time, and alcohol can serve to complicate the process of growing up.

18. Several, but they're unavoidable. E.g., the responsible drinking theme. The approach of letting (for example, fifth graders) make their own decision about whether to drink or not.

19. See 17 above.

Gail Milgram
(Alcohol Specialist)
Rutgers Center for Alcohol Studies

1. Teachers would want a teacher's manual prior to use of films (8½ x 11 ok).
2. Content sections are good. However, use of pre-activities and post- would be long. I would leave in for those who desire, but perhaps rearrange order.
3. Fermentation - Distillation processes are interesting to this age group. Also -- information on where someone goes for alcohol information and/or help.
4. No. Unless content was to go after each section.
5. I don't think so.
6. Your list is extensive.
7. Too many polling or questionnaire techniques requiring that children poll unnamed adults.
8. Add: History of alcohol
    Various beverage, production
    Values -- clarification techniques
    Types of treatment for alcoholism
9. No; content must be present for those who need it.
10. Absolutely this would be great. Hopefully, it could also be used separately from films.
11. No.
12. Would add some values-clarification techniques.
13. No.
14. Though the list is abundant, I would not drastically cut it. However, I do think there are too many of one type in some section is questionnaire or polls.
15. Values-clarification techniques; crossword puzzles.
16. No.
17. No.
18. No.
19. No.

Gail Milgram

NOTES:

Page 1, No. 3: Notes that youngsters confronted with decision regarding alcohol.

No. 4: Implies same. However, the initial decision is parental. A missing goal should be to clarify their own abilities regarding alcohol and to understand those of their parents.

Robert Russell

(Alcoholism Specialist)

University of Southern Illinois - Carbondale

1. Most would not, but not because of its length; many teachers simply won't read background stuff.

2. No.

3. Yes; something discussing the relationship between problem drinking, social drinking, and alcoholism.

4. No.

5. See annotated copy of Outline; several suggestions.

6. Put activities in order of importance, because teachers are likely to use those which come first. Don't have an imposing list. Instead, provide 3 in detail, then list additional ones briefly.

7. See annotated copy of Outline.

8. See 3 above.

9. Yes for some, no for others. Have a single-page summary of facts which are most relevant to the films in front of the section on "Facts about Alcohol."

10. Most would.

11. Add two-page summary in front of booklet, for kids who won't read the whole thing.

12. No.

13. Put behavioral effects before physical.

14. Too many, but keep in all which are tied to activities which are kept. However, many of them (ditto masters) makes package bigger and therefore scarier to teachers. On the other hand, it's very important to obviate teacher preparation.

15. Only if there are additional activities.

16. The positive approach (responsible drinking) will inevitably do so, but that's a risk we have to run.

17. Be honest about abstinence. Indicate we recognize its validity and integrity and existence, but say the materials nonetheless focus on the majority of the population and assumes that most kids will experiment. Stress it's our position that it's better to know about alcohol than to be ignorant, since most will experiment. Films and materials

might produce curiosity, but not likely because major influences on behavior are parents and peers. I.e., be honest about what our assumptions in the films and materials are.

NOTES:

Dr. Russell also profusely annotated his copy of the materials and mailed them back to us.

Barent Landstreet

(Law Enforcement Specialist)

Alcohol Safety Action Program - Fairfax, Virginia

1. Yes.

2. No.

3. Teacher should be instructed to point out that adults have same lack of knowledge about alcohol as kids -- i.e., that it's not just kids who need to study alcohol and this program is not intended to single them out as uniquely ignorant.

   Also, there's a wide variation in kids between the fifth and eighth grades which isn't addressed in the films or materials.

4. Put section in "Facts about Alcohol" which deals with physical effects with the section of activities on Route 1, or at least reference the former in the section on Route 1.

5. No.

6. No.

7. No.

8. Add discussion of what acts are criminal which involve alcohol or drinking and indicate that many felonies are committed by people under the influence.

9. No.

10. Yes.

11. No.

12. No.

13. No.

14. No.

15. No.

16. No.

17. No.

18. No.

19. No.

Wallace Mandel

(Health Specialist - Ph.D.)

Johns Hopkins University

The activities are designed for the traditional classroom (teacher-led and all kids doing the same thing at the same time). Ten percent (10%) of schools are now non-traditional, open classroom, emphasis on self-motivation; class rarely called together to do one activity. Activities should be added for this type of classroom.

Films are deadly and boring. Kids are used to "good" quality films on TV. Films need a protagonist (especially numbers 2 and 3) -- kids can identify with central character; more effective. Older kids can be asked more psychologically sophisticated questions about major character: "Why is it difficult for him or her to act?"

We finesse key issues: Question is not whether or not to drink, but how much and where. How do you help someone find out how much is enough?:

1. Provide information on likely effects of different amounts of alcohol given body weight, sex, etc.
2. Show usual reactions to alcohol -- don't use stereotypes. Frequently not visible difference in behavior, but in way one feels.
3. Experimentation -- Can't tell kids not to experiment or that they can learn all by reading. Lesson: When you try drinking, do it in protective circumstances.

Another key issue finessed: overdose deaths. Alcohol as lethal drug (appears to be safe physically and socially) that can and does result in death. More deaths due to alcohol overdose than heroin. Shouldn't test limits of lethal drug (the quick drinkers). Suggest experimentation with small amounts; get friends to watch how you react and change; or try to take a math test under the influence.

Finessed discussion of drinking as related to sexual behavior.

Activities (or films) seem to imply that religious groups take position on alcohol without rationalization. Many have elaborate reasons. Kids could be polled or take poll on reasons why your/a religion has a particular position on alcohol.

Implication that people can know why they drink they way they do (exploration of drinking background). They think they know and can give a reason, but in fact probably don't know why they drink.

Doubt if 11-year-old inner city Blacks will turn on to or identify with these films. Yet they represent a population which needs alcohol education most. Twenty percent (20%) of the U.S. population uses alcohol as a release from stress. Thirty percent (30%) of males in lower socio-economic groups are problem drinkers - release from very stressful life scene. Give kids a handle to begin discussion of this problem: What are costs of relieving stress this way vs. other ways?

Wallace Mandel

Teachers need time indicators -- sample lesson plans. Mandel's wife thinks need more modeling of what teachers should do: include list of typical questions kids ask and list of possible teacher responses.

Needed a graded bibliography that would include novels, science, history, sociology, anthropology for students' further research.

Page 1 -- first sentence: "Solely" sets negative tone.

Richard Spoonster

(Alcohol Specialist)

National Parent Teacher Association

1. No difficulties but should have a maximum of 35 pages. Teachers simply don't bother with lengthy materials. For example, teachers who have our ALCRIC materials are turned off by the excessive length.

2. No.

3. Yes. Keep alcoholism in proper perspective. Only 10 percent of the population can be categorized as alcoholics--reformed--alcoholic focus is rampant in most alcohol-education projects. Try to avoid this by stressing that abusive use of alcohol should be prevented. Stress should be on prevention of alcohol abuse and values clarification.

4. No.

5. Highlight preview film, "Barbara Murray," to encourage teachers to think about their own values before showing the films to students. Perhaps "Barbara Murray" could be shown to a group of teachers to give them an opportunity to share their feelings about alcohol education. This might help the single teacher who will show the films to students to clarify his/her own values before actual showing to class.

6. Yes. There is a covert negativism in the cartoon character (Nazi killing people) which could be highlighted by discussing political cartoons, how they evolved, etc. Kids at this age are beginning history units and this activity could tie in with history.

   Highlight political/religious aspects in several states: e.g., in Utah the institution of the church prohibits any use of alcohol. Therefore, alcohol is not one of their options. And responsible use may not be an option for many other religions as well. He suggested role-playing a person intolerant of abstention and an abstainer. Then each person would reverse roles, followed by class discussion of feelings of each person.

7. No.

8. Page 28, second point to highlight. Alcohol tolerance is especially significant for young drinkers who are physiologically less tolerant than adults, regardless of weight, food intake, etc.

   Page 36. Should attach a time limit to drinks; also experience with drinking makes a difference.

   Page 39. Bad definition of hangover. The chemical reaction is more important than behavioral aspects. Further, alcohol affects "different" drinkers differently; a moderate drinker such as you or I would probably not be as guilt-oriented as an alcoholic and would experience unlike feelings on the morning after.

9. No.

10. Yes.

11. No.

12. Page 4. Stress the fact that decisions about use/nonuse are the same for children as adults.

13. No.

14. No.

15. Page 19. Kids like to read short items. For previewing activities, suggest spirit masters of excerpts from PTA brochure, *Alcohol: A Family Affair*, and PTA/DOT brochure, *How to Talk to your Teenager about Drinking and Driving*. (These are now in press.)

16. Page 27. Should use extreme caution in role-playing family members. Suggest that teachers emphasize the need to *fantasize* a relative or friend, rather than talking about "Uncle Bob, who has been an alcoholic for many years." Further, involving *actual* family members in classroom discussions could get back to families and cause bad feelings between school and family.

17. Page 33. Add bullet preceding 2, to include intructions establishing the rules of the game, that it's OK to "pass" when asked a question, that no one should feel obliged to answer any question. If students don't respond to a question, the teacher might suggest that they think about their feelings, but that their feelings need not be expressed to the class.

18. Only the item mentioned in number 16 above.

19. Page 29. Suggest that the AA philosophy not be stressed in any of our materials because it stresses nonuse of alcohol, period, rather than *responsible* use or nonuse. Many people are turned off immediately by the AA philosophy because it's so judgmental in that respect.

20. Page 34. "Increasing use among the young" is not justified statistically; therefore, should be deleted.

## SCHOOL ADMINISTRATORS

Herbert Ibarra

Joshua Tull

## QUESTIONS ON
## TEACHER MANUAL, STUDENT BOOKLET, AND SPIRIT MASTERS

### A. Teacher Manual

1. Are there any parts of the Manual which would make you reluctant to authorize its use in your school?

2. Is there any information or are there issues which you feel the Manual should provide or address which would make you more comfortable having your teachers show the films?

3. Are there any parts of the Manual which you feel would upset or offend members of your community -- particularly parents?

4. Is there information or are there issues which you feel the Manual should provide or address which would make the use of the films in your school more acceptable to the community -- in particular, to parents?

5. Are there any pre-viewing or follow-up activities in Chapter II, HOW TO IMPLEMENT THE FILMS, which you feel it would be inappropriate for your teachers to use?

6. Are there any pre-viewing or follow-up activities which we have not suggested which you feel should be included in Chapter II?

7. Do you feel the section on "Facts about Alcohol" is in any way likely to offend members of your community?

### B. Student Booklet

8. Are there any topics included in the Student Booklet which would make you reluctant to authorize its use in your school?

9. Are there any topics in the Student Booklet which you feel would upset or offend members of your community -- particularly parents?

10. Is there information or are there issues which you feel the Student Booklet should provide or address which would make you more comfortable having your students reading it?

11. Is there information or are there issues which you feel the Booklet should provide or address which would make parents feel positively toward its use by their children?

## Herbert Ibarra

(School Principal)

San Diego

While Mr. Ibarra's overall reaction to the films and activities was very positive, he expressed initial concern that the "American Graffiti" type kids in the films would be too middle-class for inner city Blacks and Chicanos. He thinks poverty-level kids might have a hard time relating to the types of kids, community, and schools that seems to be JJH. On the other hand, he later remarked that the reverse might also be true, that inner city kids might be stimulated to discuss alcohol problems because the films don't hit too close to home. Poverty kids might hesitate to talk about kids and situations too much like them (pride), but might be more willing to talk about "somebody else's problems." He feels that much would depend upon the way the teacher directed the discussion.

### Suggestions

Mention Black Muslims when talking about abstention groups.

Since alcohol is a major problem with poverty level kids, they might not want to talk about their own family drinking habits. Might use a hypothetical.

"What the hell is going on?" might be a problem with very religious parents.

Teachers should know what parents, kids drink -- cheap stuff like Ripple. Wine as the drink for kids now.

Much emphasis on teacher being careful as to how to relate discussion to kids' families. Teacher would have to know kids well to determine if and how to deal with that subject. Poll-taking needs caution.

He would like parents to see films, both as a preview of what school will be doing, and as a way to discuss how parents can approach this sensitive problem with kids.

Page 34, third bulleted paragraph: "Teenagers who drink are not typically maladjusted or poor." -- Some people might think that implied that being poor and being maladjusted go together or are the same thing.

Thought "Facts about Alcohol" an effective soft-sell.

We should be aware that while these films are designed for the eighth grade, many eighth graders will have a fifth-grade reading level (or less), and we should write student materials accordingly.

Currently, alcohol education is included only in health or driver education classes, and then lightly and impersonally. He feels that physical education teachers don't know their classes well enough to be able to handle such a topic well, and that alcohol education should happen in the regular classroom.

## Herbert Ibarra

Parents are definitely concerned about the problem, and feel that the school should deal with alcohol education. If kids get caught with booze, school gets blamed for it.

He felt virtually all the activities were good, that teachers would want to use the package, and that he would like to seet it in his school's curriculum as soon as possible.

Joshua Tull

(School Principal)

San Diego

1. No. He thought it was fairly well done. He did wonder about the preview and follow-up activities in their present form. He thought they should be more explicit, but that the descriptions of them should not be so long that teachers wouldn't read them.

2. No.

3. He felt that some polls would offend parents because they appear to be so personal and seem to be prying into the "family business."

4. No.

5. No.

6. He thought we covered a lot of territory in the activities, but felt that some were too advanced for elementary-level students. He felt we should suggest grade levels beside each activity because not all teachers will be able to assess their applicability (many, but not all).

7. No.

8. No. He was impressed with the Overview and liked what we are going to do with the Approach.

9. Again, he thought that in some places it appeared we were prying too much into family business and parents would not like this.

   He also felt that maybe we should mention something about holding a parent meeting prior to the unit with teachers, school administrators, doctors, police, etc. there, to present an overview of the unit to parents, and so that they might get the idea that it is something worthwhile for their kids to learn about and not frivolous (my word, not his).

10. No.

11. No.

NOTES:

Page 1: He objected to saying "most" children take alcoholic beverages -- would prefer to see many there instead.

He wasn't sure if fifth graders could handle this material.

Joshua Tull

We might want to do something with career opportunities in the area of school education/rehabilitation.

Also, activity or discussion of how AA and other such groups get started and how they operate in the community.

# TEACHERS

Julie Bradbury

Jennifer Lennox

Margaret Razo

# QUESTIONS ON
# TEACHER MANUAL, STUDENT BOOKLET, AND SPIRIT MASTERS

## A. Teacher Manual

1. If you were showing the alcohol education films, would you want to read a teacher's manual of approximately 22-35 pages in length (8½ X 11"), or major parts of it, before using the films?

2. Are there any specific sections of the Manual which should be omitted or shortened because you would not be interested in reading them in order to use the films?

3. Are there issues or information about alcohol which have not been provided in the Manual which you feel you would need to learn in order to use the films effectively?

4. Is there a different order in which we should sequence the sections in the Manual to make it easier for you to use?

5. Are there any pre-viewing or follow-up activities which you might like to use in addition to those we have already listed in Chapter II, HOW TO IMPLEMENT THE FILMS?

6. Are any of the pre-viewing or follow-up activities ones which you would be unlikely to use?

7. Does the section of "Facts about Alcohol" by itself provide you with too little information to use the films effectively? If so, what additional factual information about alcohol would you want this section to include?

8. Does this section on "Facts about Alcohol" provide you with more information than you would really need to know in order to use the films effectively? If so, which part do you feel could be omitted?

## B. Student Booklet

9. In general, would students in grades 5 through 8 be receptive to using an 8½ X 11" 15-20 page booklet (attractively presented) on alcohol to go along with the films?

10. Are there topics included in the Booklet which should be omitted or shortened because students would not be interested in reading about them or capable of learning from them?

11. Are there issues or information about alcohol which have not been included in the Booklet outline which you feel students should read in order to understand the films?

12. Is there a different order in which you suggest we should sequence the sections of the Booklet to make it easier for students to read?

## C. Spirit Masters

13. Should any of the spirit masters we propose to develop be discarded because few teachers ever would use them?

14. Are there additional spirit masters we should develop which teachers might want to use if they showed the films to their students?

Julie Bradbury

(Teacher)

Manchester, Missouri

Mrs. Bradbury was very positive about films and materials. Her criticisms follow, and are keyed to pages in the outline, not to the interview questions.

Page:

i & 1: Teachers will skim over introduction, but will spend more time over spirit masters and directions for activities.

5 (Activity 3): May be expecting too much from students. Would have to provide teachers with examples of myths, etc. (but that might lessen value of activity).

(Activities 4 - 7): Good, and can fit into social studies, history, with discussions of prohibition era, drinking laws, and current events. Kids are very big on depression, prohibition -- lots of interest.

6: Points to highlight: Kids might make up questionnaire to be administered to themselves about their own drinking background. Teacher would need sample questionnaire to be modified.

(Activity 8): Too general -- need specific directions for teacher and students. Doubt if most would use -- too many papers to grade. Maybe in English classes.

(Activity 14): Need suggestions on how to investigate backgrounds.

7 (Activity 16): Again, may mean too many papers for most teachers.

8 (Activity 25): Give sample endings.

(Activity 29): Doubt if kids would make transfer of learning from pressure on favorite color to pressure in regard to drinking. Might if teacher were given very detailed instructions on how to follow up, etc.

11: Information presented should include results of current research on alcoholic pregnant women and the effects on their infants.

12 (Activity 14): Game should be included only if expandable, and can be used by classroom of thirty. Kids might make up their own game.

15 (Activity 20): Don't assume that kids will have myths corrected by viewing film. Teacher should make sure they have learned that myths are myths.

18: This unit good place for outside speaker -- Juvenile Officer or police officer or some other community member with interest in legal aspects. Speaker should not only deal with drinking age, laws from kids' point of view, but with penalties for bars and stores who serve minors.

Julie Bradbury

Page:

20: "What the hell . . ." will give some parents problems.

21 (Activity 19): Teacher should be prepared to supply cards, cartoons, etc., in this exercise and for any others where required.

24: Add Objective: Knowledge of social agencies available for help. This film might have heavy emotional impact on some kids. Teacher should know how to find out what available referral sources are in the community and to transmit this information to kids.

25 (Activity 3): Another good tie-in with American history. Suggest book No Promise in the Wind as a good one for kids about the depression. Kids can also interview older folks who lived through it.

26 (Activity 7): Field trip good idea. Should include others in other units.

28 (Activity 17): Opportunity for speakers.

Kids might collect "old wives tales" about alcohol (myths) and bring them for discussion with science teacher.

Some concern about alcohol as a potentially volatile topic - might upset some kids.

Counselors, PTA's, and police departments might be interested in this film series, in addition to teachers, departmental chairman, Guidance Departments have money and might promote.

Jennifer Lennox
(Teacher)
Woodstock, Vermont

1. Yes, would definitely want to read and use a teacher's manual. Twenty-five pages is a good length.

2. No.

3. No.

4. No.

5. Those given seemed sufficient.

6. Page 12, #13: Not appropriate for her students

   Page 25, # 2: Would be afraid of parental opposition to this activity -- too personal

   Page 26, # 7: Too advanced for her students (no opportunity to visit a museum anyhow)

   Page 28, #17: Too advanced for her students

   Page 29, #20: Parents would never allow their kids to visit a meeting of this kind.

7. No.

8. Feels what is provided is sufficient for her grade level.

9. Her students love workbooks - especially ones they can keep.

10. No. Felt that those sections which were longer than others were interesting enough to hold kids' attention.

11. Felt booklet went into enough detail the way it stood.

12. No. Liked the way it started with the history of alcohol use.

13. and 14. Not all teachers will use all ditto masters -- good to have large number to choose from, though.

Margaret Razo
(Teacher)
San Diego

1. Yes, would want to read a teacher's manual because she feels the need to be informed first.

2. No. Manual shouldn't be shortened or any sections omitted--very well done.

3. No. Everything necessary has been provided.

4. No. The order is perfect--history and background are good.

5. No. She'd use as is, although some teachers at other schools might wish to add their own ideas.

6. Yes. She stated that some were repetitious; example: Route 1 word games on alcohol effects.

7. No--well covered.

8. No--well covered.

9. Yes, but in her school, which is bilingual, she feels that the reading level can't be as high as that for a "normal" English-speaking school system.

10. No. The length is perfect as is.

11. No. Very complete.

12. No. Good order already.

13. Yes. Role profiles seem repetitious to her. She wouldn't use that many. Further, she feels she must reserve judgment concerning the use of the lyrics of the song as a spirit master. Can't comment until she sees the film and hears the lyrics.

14. Not an additional spirit master but an addition to the spirit master which shows an outline of the human body (Route 1). She feels we should show the body organs and then route the blood (and alcohol, of course) through the organs.

Her major concern was that of film representation of blacks, Chicanos, and Orientals, as opposed to an all-white cast.

## Parents

Betty Ann Gorman
Erline Willis

## QUESTIONS ON
## TEACHER MANUAL, STUDENT BOOKLET, AND SPIRIT MASTERS

### A. Teacher Manual

1. Are there any parts of the Manual which upset or offend you in the way they treat alcohol issues?

2. Are there issues or information about alcohol which have not been provided in the Manual which you would want teachers to read before they taught alcohol education to your children?

3. Are there any pre-viewing or follow-up activities in Chapter II, HOW TO IMPLEMENT THE FILMS, which you feel you would not want your children to participate in?

4. Are there any pre-viewing or follow-up activities which we have not suggested which you feel you would want your children to participate in?

5. Do you feel the section on "Facts about Alcohol" is a fair and objective presentation about alcohol?

### B. Student Booklet

6. Are there any topics in the Student Booklet which you would not want your children to read about?

7. Are there issues or information about alcohol which have not been listed in the Booklet which you would want your children to read about?

Betty Ann Gorman
(Parent)
Belmont, Massachusetts

1. No.

2. Everything seemed to be covered.

3. No.

4. No.

5. Yes.

6. No.

7. No.

Erline Willis
(Parent)
Roxbury, Massachusetts

She had a number of problems. Most of her criticisms deal with the films, however, rather than with our materials. From her reading of the scripts, she feels that the films don't deal with reality such as skid-row bums, child alcoholics, etc.

Specific answers to our questions follow:

1. No--nothing upsets or offends her in the way alcohol issues are treated.

2. Yes. She thinks teachers should be more aware of their own values and feelings about alcohol before they teach children.

3. No.

4. Yes. She feels that our activities are too directive, insulting to children's intelligence. (I explained that the activities were suggestions only and teachers could use them, omit them, or create new activities as they choose.) She believes that teachers will use our activities because they're there, rather than devise more innovative activities. She doesn't like the idea of so much student "discussion" because students just don't discuss things as adults expect. Activities must be more realistic: have students visit shelters for alcoholics and skid-row bums, visit liquor stores, count number of stores in local neighborhood, find out how easy it is to get a liquor license, look for number of liquor ads in newspapers and magazines. She suggests that activities be more action-oriented and also that students suggest what they'd like to do to learn more about alcoholism, rather than presenting so many activities for them to do. She doesn't like the "Dear Abby" activity at all and feels that students will laugh at such a suggestion. Instead, she suggests that students write to friends because if kids have problems, they're more likely to talk to peers than to anyone else. She doesn't like the objective (the influence of social attitudes on drinking attitudes, decisions and behavior) in "The Party's Over" because she feels "social attitudes" are a middle-class phenomenon. Again, this isn't the real world where kids drink in school hallways, in alleys, etc. Also, there's no mention of beer-drinking at ballgames, where so much drinking begins and then becomes a habit.

5. Yes.

6. No.

7. Yes. Yes. As mentioned above, there should be more of a reality orientation. Skid-row bums may once have been middle-class doctors or lawyers, for example. Also, she'd like to see more information on the number of child alcoholics. Don't play down alcohol problems. Her fifteen-year-old son read the film scripts and said they were a "fantasy." Those films don't depict the real world for him. She asked his

feelings about alcohol and he stated that he was "afraid" of it, of what it would do to his body. He's also very conscious of the problems of peer pressure. He thinks most kids will laugh at the films because of the typically middle-class atmosphere and language.

## STUDENT REACTIONS TO FILMS

While the two eighth grade and two tenth grade students made many comments regarding realism of the films, on the one hand, and frequent statements about alcohol in general on the other, only those of their reactions which had relevance to the development of the Student Booklet and Teacher Manual are reported below.

### BARBARA MURRAY

- The portrayal of ethnic drinking was stereotypical--Jewish religious celebration, etc.
- Students at this age level (grade five through eight) would not discuss their own drinking experiences in class.
- The film did not appear to advocate or warn against drinking alcohol.
- Peer pressure is an important issue to talk about regarding drinking.
- Two students felt the film was "phony"--for example, that Barbara Murray wasn't realistic as a teacher and that in any class there would have been a few kids who would have said "alcohol's great."
- One student wanted more statistics in the film about who drinks, how much they drink, and so on.
- At the conclusion of the film, students indicated that in a normal class setting they would not, having seen Barbara Murray, be interested in seeing the following three films.
- Useful activities would be going to an AA meeting, providing more statistics (lecture), discussing alcohol's effects ("Can people stop drinking once they've begun?"), and talking about alcohol issues into a tape recorder.

### ROUTE ONE

- Students liked this film much better than Barbara Murray.
- Students wanted more information about issues raised in the film such as, Does a person always get a hangover and what kind of a drug alcohol is? What happens when alcohol is consumed as highballs, martinis, etc., rather than "straight"? Do people who drink die earlier? Why do some people get high sooner than others?

- There was some confusion about what the phrase "Think about what you drink about" meant on the part of the eighth graders.

- There were mixed reactions on the film's realism. One student felt no teacher would allow a dog into class. In general, the feeling was that the actors were better and were doing more believable things than in Barbara Murray.

- Three of the students liked the cartoon characters.

- After seeing ROUTE ONE, all the students wanted to see the next two films.

THE PARTY'S OVER

- Students felt some kids their age could, indeed, get involved in a party like the one portrayed.

- The students felt some kids drink to rebel, to look "cool," to relax, to get away from troubles, and because it's fun.

- There was mixed reaction about the film's message. A couple of students felt the film encouraged drinking by making it look fun at the party, while two others felt it discouraged drinking.

- One student felt some kids like to drink because it gives them an excuse to act silly--they can say they're acting foolish because they're drunk.

- One student felt the teacher looked like he was being interviewed, but another felt this made the film realistic--because most teachers are closed-minded.

- The students were divided on whether they would like to role play the issues involved, but the kids who would not want, did say they'd like to watch role plays by other students.

- Students would want parents and older students to come to class to discuss alcohol issues and

- The students liked this movie the best, although one felt Fred was "putting it on" -- acting more drunk than he really was.

LIKE FATHER, LIKE SON?

- Students weren't sure whether the film was geared to kids with problem drinkers in their families or not. Two felt it was.

- One student felt the film would be a shock to and embarrass kids with problem drinkers in their families to see what goes on in their homes on film.

- One student felt the film stereotyped in showing violence being associated with drunkenness--that not all people get violent when they get drunk.

- Students felt a good activity would be to abstain from a desired activity (e.g., drinking Coke) for a period of time to learn how an alcoholic may feel about drinking.

# Appendix Two

## Consultants' Review Comments on JACKSON JUNIOR HIGH Teacher Manual and Student Booklet First Drafts

ABT ASSOCIATES INC.
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Mr. Michael Neben
Senior Program Officer for Technology
U.S. Office of Education
Division of Technology and Environmental Education
Room 2029
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Mike:

Attached are the consultant reviews of the first drafts of the Teacher Manual and Student Booklet for JACKSON JUNIOR HIGH.

You will notice a great deal of disagreement among the consultants. I have usually followed their advice when a consensus was evident. Where disagreement prevailed, I have used my own best judgment.

On three important issues the consultants expressed a wide disparity of views. First, they differed on whether and how the Teacher Manual should be shortened. I feel strongly it must be and have reduced it by about a fifth. I have eliminated one to three activities in each film section, abbreviated the suggested supplementary activities, and reduced the text in Chapter III. I believe the resulting increased accessibility for teachers more than warrants the loss of these activities and resources.

The consultants also disagreed on a series of issues related to problem drinking and alcoholism. They differed on the definition of alcoholism. Some experts now feel alcoholics can control their drinking, while others maintain they cannot. Moreover, some experts feel problem drinking is merely an early stage of alcoholism (however it is defined), while others believe it is a distinct behavioral entity of its own. The consultants also disagreed on the importance of including a discussion of problem drinking vs. alcoholism in the Student Booklet and/or in the Teacher Manual. I have chosen to delete any discussion of the distinctions between problem drinking and alcoholism from both the Teacher Manual and Student Booklet. There is a great deal of information for students and teachers to absorb from the films and written materials, and to add another concept, one on which few people agree, will confuse many youngsters and teachers. In addition, the concept is not a critical one at this age level for understanding the nature of alcohol abuse. The main point we want to stress in this regard is that many people have problems associated with drinking too much and that help can be obtained for such people.

A third area of disagreement among the consultants relates to the value of the Student Booklet. You had already suggested we consider scrapping it.

Several consultants felt very strongly we should retain it; others expressed very negative views of its value. My current feeling is we should keep the booklet because: there is virtually nothing at this grade level for kids to read that is objective on the issue of drinking; most teachers will welcome the opportunity to provide their students with an attractive booklet; some teachers will not engage in any classroom work to supplement the films which will leave students with no reinforcement for the films' messages unless they have a booklet to read; and the negative consultants could not give the booklet a totally reliable evaluation without the graphic work. The trade-off, of course, is that the printing, handling, and shipping costs associated with the Student Booklet might profitably be put to other uses. If so, it will be unfortunate that we have spent a fair amount of unrecoverable contract funds developing and having our consultants review the Booklet in draft form. I plan to use the Booklet in the field tests along with the films and Teacher Manual and reassess its value on the basis of that experience.

I have grouped the consultants into five categories: alcohol specialists, students, teachers, school administrators, and parents. I have listed the responses of each group of consultants together for each question for purposes of easy comparison.

Barent Landstreet's evaluation is missing. He failed to call me back as planned and I have not been able to get in touch with him since. I still hope to hear from him.

If you have any questions about this report, call me at any time.

Sincerely,

Peter

Peter Finn
Project Director

PF:az

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## Alcohol Specialists

Howard Blane, Ph.D.
Gerald Globetti, Ph.D.
David Lewis, M.D.
Wallace Mandel, Ph.D.
Gail Milgram, Ed.D.
Robert Russell, Ph.D.

## A. Teacher Manual

1. The Teacher Manual is too long and we must shorten it. What specific parts do you feel we could omit?

Blane: Omit illustrations. Toss out some activities and reduce length of others. He's suggested which ones in his annotated copy. Wealth of activities will confuse some teachers.

Globetti: All looks so necessary. Perhaps make language a little tighter. Nothing stood out as worth deleting.

Lewis: Omit 1/3 to 1/2 of the activities--those which deal narrowly with drinking. Leave those activities and develop new ones which focus on more general issues of personality factors and social influences. Drop the overemphasis on hangovers, physiological effects, passage of alcohol through the body, methyl alcohol, and so on. Don't try to address so many issues. Instead focus on one major issue for each film and include activities which relate to it. For Barbara Murray: Focus on decision-making process, how we get our feelings and opinions and what influences our choices. Goal: indicate that people do have a choice about drinking and most other areas. Note the major influences on choices: personal background, parents, self-image (how we want to look), peers, advertising, culture (over which we may have no control). For Route One: Focus on correcting serious errors in the film by not stressing the things the film emphasizes--viz., hangover and liver. Overemphasis on liver's role may lead kids to infer that the liver determines whether alcohol affects you and decide that if their liver is working, they'll have no drinking problems and that a problem will develop only when the liver stops functioning properly. The film's statement that hangovers are caused by the aftereffects of alcohol is incorrect. By that time there is no more alcohol left in the body. Hangovers are caused either by congeners or psychological reactions (as we indicate in the Chapter III of the Teacher Manual). Use this film to focus on facts about alcohol, but avoid overemphasis on liver and hangovers. For the Party's Over: Ignore everything but the party. Concentrate on issue of controls on human behavior as illustrated at the party, including parents, school, peers, and individual free decision making. For Like Father, Like Son?: Concentrate on issue of self-awareness. In particular, point out how Big Jim is unaware (as is generally true of alcoholics) of what effect his alcoholism has on other people--for example, how people hurt each other's feelings without intending to do so. Focus on young Jim, that is, not Big Jim. Focus on alcoholism as a good example of something which obscures awareness. Don't focus on issue of how kids can relate to parents, because the example of an alcoholic parent involves such irrational behavior it is not a case study that can be fruitful. Treat alcoholism only by noting if it self-destructive, usually affects other people, and the alcoholic doesn't realize the latter many times.

Answers to Question 1, continued

Milgram: I disagree that the teacher manual is too long. This is a concise and effective guide designed for FOUR films, not one. There is no one section which you can pull; it is all necessary. Perhaps you could remove a ditto or list of extra activities. Even in this case, I would be opposed. The options and variety of material are essential, since a variety of people will seek help from the guide and all are not comfortable with certain forms or techniques of affective education.

Russell: He rank-ordered utility of activities to let us decide which ones to delete. His written notes explain why he rank-ordered them the way he did. Shortening would be preferable if it saved money which could be used for color coding and tabs. Rather cut Chapter III than activities.

2. Even though we must reduce the size of the Teacher Manual, are there any issues which we have not addressed which you feel we should include?

Blane: No. Couple of difficulties. We never define responsible and irresponsible drinking. This is a cop-out. We should. Also: a certain lack of credibility exists in our statements that we are concerned about the abstainer when almost all our activities are for people who will drink. Add some activities for non-drinkers.

Globetti: No.

Lewis: See discussion above. In general, add activities which are less drug focused. Include more activities on how setting, culture, social attitudes, and personality influence drinking behavior and behavior in general--for example, the discussion on page 60: bring that into the activities.

Milgram: No, I feel it is complete; it meets the needs of teachers both in techniques and information.

Russell: No. But we should suggest that teachers preview Spirit Masters prior to use and revise them, if needed, to suit local conditions, vocabulary, etc.

3. Is the information provided in Chapter III, Background Information, accurate or biased? If so, what are the inaccuracies and biases?

Blane: Generally quite good. Very few inaccuracies. A few facts presented in a misleading way. His annotated copy indicates which statements are misleading.

Globetti: No.

Lewis: Chapter III is "good stuff." Some minor inaccuracies about liver and other physiological effects.

Milgram: On the whole, the information is accurate and unbiased. It is obvious that great effort was invested to assure that this was the case.

Russell: No--with one exception noted on his notes.

4. Are any of the activities or ditto masters educationally unsound in any way? For example, are they inappropriate for grades 5 through 8? Are they not motivating? Would they result in no significant learning among students? Would teachers be unable to implement them effectively or easily?

Blane: Some problem with the grade span because there is a major difference between fifth (and possibly sixth) graders and seventh and eighth graders. Former are centered around home and school and concrete thinking; latter have an awareness of the larger context of the world and are cognitively able to grasp concepts. Some activities are therefore not appropriate for 5th and 6th graders. One possible solution: identify which activities are for which grade levels. Also: schools are divided by middle school including grades 6-9. Why not indicate the materials are for grades 6-9, not 5-8?

Globetti: No.

Lewis: Yes. They're too drug focused. Much too much attention is paid to hangovers and liver functions. Why bother with them? What are your objectives: to teach kids to drink or to deal with the behavioral aspects of life which lead to drinking problems? If the latter, why waste time talking about hangovers? Stay away from nitty-gritty about how to drink.

Milgram: The ditto masters and activities are exciting. They are appropriate for 5-8th graders and are motivating in style and content.

Russell: A few. He provided specific comments on his notes.

5. Do any of the activities or ditto masters convey or imply inaccurate, biased or otherwise inappropriate attitudes or information about alcohol?

   Blane: Yes but not a major problem. See comments on annotated copy.

   Globetti: No.

   Lewis: Only with regard to liver functioning.

   Milgram: The ditto masters and activities are accurate. There is no undercurrent of biased attitudes or inappropriate attitudes.

   Russell: No.

## B. Student Booklet

6. In general, would students in grades 5 through 8 want to read the Student Booklet?

   Blane: As much as any other educational material.

   Globetti: Yes.

   Lewis: Probably, but should be shortened. It's too long. And it's a bit of a put-down: too simple.

   Milgram: Yes, the booklet is easy to read, interesting, and suitable for 5-8th graders.

   Russell: Yes. The addition of illustrations could make a difference, because in present form it's not overly exciting.

7. Is the Booklet written appropriately for grades five through eight in terms of conceptual difficulty and reading level?

   Blane: Yes. A beautiful job in terms of spanning grades 5-8 for reading level and cognitive ability.

   Globetti: Yes.

   Lewis: Yes. Retain discussion about the differences between alcoholism and problem drinking, but it's not that important that kids be aware of it. However, kids should know these terms exist and what they mean.

Answers to question 7, continued

Milgram: Yes, the booklet's concepts are appropriate for this age and the reading level is acceptable. Moreover, it is not condescending, which I think is absolutely marvelous.

Russell: Yes.

8. Are there specific parts of the Booklet you feel we should omit or abbreviate?

Blane: A few. His annotated copy indicates where.

Globetti: No.

Lewis: Yes. In general, why not put the sections in Chapter III of the Teacher Manual into the Student Booklet by simplifying the wording? Don't waste so much space on what's in a drink and how alcohol passes through the body. Make that entire discussion one page. Avoid overemphasis on drinking, drinking, drinking. Discuss, for example, how kids feel at parties without alcohol. Booklet also alternates between asking questions (being a discussion tool) and presenting facts. Which is it intended to do? If the former, pose more questions earlier in it; they begin rather abruptly on page 15.

Milgram: No, no, no. There is almost nothing of quality written for this age student. This is a breakthrough in this area. Please do not save a penny and lose the ball game. I feel the same about the Teacher's Manual. There is so little good concise information for teachers of this age group that shortening it is a crime.

Russell: No. If you did, you'd take out some of the reinforcement, and that's what makes it useful; removing reinforcement limits booklet to only bright students.

9. Are there any issues which we have not addressed in the Student Booklet which you feel we should include?

Blane: Yes. Process of manufacture and history, but not crucial these be included. However, there are terms in the glossary which are not used in the Booklet.

Globetti: No.

Answers to question 9, continued

Lewis: Discuss more of the personality and social influences related to behavior in general and drinking in particular.

Milgram: No, it is fine as it is; no more--no less.

Russell: No.

10. Is the information provided in the Student Booklet accurate and unbiased?

Blane: Yes.

Globetti: No.

Lewis: No. Drop the discussion of oxidation. It's not important; all kids need to know is that there's a process by which the body breaks down substances and eliminates them and oxidation is one of them. See earlier comments about liver.

Milgram: Yes, the information is accurate and unbiased. As I said, it is appropriate, honest, and not condescending.

Russell: Yes.

## C. Graphics

11. Are any of the charts and illustrations we plan to include in both the Teacher Manual and Student Booklet educationally unsound or simply not useful? For example, are they biased in favor of or against drinking or abstention?

Blane: Not useful at all in Teacher's Manual. Yes in student. Hard to comment on them without seeing them drawn.

Globetti: No.

Lewis: Include as few stills from the films as possible in order not to bring the films, and their primary focus on alcohol, back to teachers' and students' minds.

## Answers to question 11, continued

Milgram: The charts and illustrations seem appropriate. Since in most cases it refers only to what will be done, it is hard to evaluate the charts and illustrations.

Russell: Yes: the body chart is factually accurate, but it has relatively little to do with attitudes and behavior. You could eliminate it.

12. Are there any charts or illustrations we have not included which you feel would be helpful to provide in the Teacher Manual or Student Booklet?

Blane: No.

Globetti: No.

Lewis: No.

Milgram: No, with all the stills you plan on putting in, I don't think you need more. As I mentioned on the pages of notes, the stills cannot be evaluated as I have not seen the film. Since you are using so many stills, perhaps you could cut the number of stills (not illustrations) used.

Russell: No.

## OTHER COMMENTS

Blane: Problem drinking and alcoholism: kids can grasp the difference between the two concepts, and it's important as an educational device for teachers to inform them that drinking and driving, for example, is problem drinking. But we must be careful not to lump problem drinking and alcoholism together as if they were the same thing when we discuss the two elsewhere. Our definition of alcoholism as the inability to control drinking is incorrect according to latest research. Alcoholics often control their drinking very closely (e.g., don't drink on the job). Define alcoholics as people who drink chronically to an extent that exceeds customary social drinking customs of the community and which interferes with the drinker's health, interpersonal relations, or economic functioning. Problem drinkers, on the other hand, don't drink chronically, but their drinking on occasion does create similar problems.

Other Comments, continued

Globetti: Dr. Globetti felt there was no real need to distinguish between problem drinking and alcoholism at this grade level. He also agrees with the distinctions we do make between them. He felt it was useful to distinguish between the two for teachers and that what we've provided along these lines is sufficient.

Lewis: Lewis showed The Party's Over to a conference for school guidance department heads and drug educators from the greater Boston area. The conference was run by the Massachusetts Medical Foundation. The participants' reaction was that the film presents very traditional, conservative teaching methods (lectures, classroom "discussions," etc.), which was disappointing. They felt it had a very middle class focus. They liked the party sequence very much but felt it should not have been focused entirely around alcohol. The participants felt the film was better suited to adults than to kids.

Lewis also showed all four films to a group consisting of second grade students, parents (some of whom had alcoholic spouses), and social workers. Their comments as they might relate to our written materials were that:

- the animation in Route One was distracting and made it difficult to absorb the factual information;
- they liked the teaching approach in Barbara Murray of kids going around learning about alcohol on their own;
- they felt the party in The Party's Over was very realistic and liked the fact that one kid was portrayed as having lost control over his drinking and behavior; however, they felt that the film placed too much responsibility on the kids for their behavior at the party: they blame the parents.
- while they felt the father's loss of his job in Like Father, Like Son? was atypical for alcoholics and should not have been portrayed, they found nothing unusual about Little Jim being in a bar with his father. They were concerned about the implication of the title--that kids might infer that they have no control over whether they become like their parents.

Mandel: Student Booklet - "It's a miss."

P. 2 - first bulleted item: %'s wrong. Still wine is 11-14% alcohol. Fortified wine is 20-21% alcohol. Greatest volume of wine consumed is 11%. Check out other %'s.

P. 2 - last bulleted item: "Most kids..." is a sanctioning statement. Modify. Not true for all age groups (not true for up to 14 years old). Should also be modified by "in recent years" or "at the present time". Now sounds like majority of all kids, all age groups, at all times.

P. 3 - first bulleted item: "most kids think..." Do kids really think they know a lot about alcohol? Their ignorance is comparable with adults, but what do they think they know?

P. 3 - second bulleted item: Omits "or because of an illness, alcoholism." Drinking too much or too often are problems associated with social drinking.

P. 4 - Diagram item #1: Alcohol irritates mouth, esophagus and stomach. Correlation between drinkers and incidence of cancer and ulcers.

P. 5 - End of 1st paragraph: "feel" ambiguous. Can feel effects before reaches brain (see P. 4 comment above). Does "feel" mean "change mood?"

P. 8 - Bottom of page: Not true that drinks can "have no effect at all" - any alcohol has some effect.

P. 15 - Middle of page: "Most young people" - value laden paragraph. "More and more girls" etc. sounds like girls are drinking at an accelerating rate. Should read "A greater proportion of girls drink now than in the past." See study by Blackwell.

P. 20 - After stills: "Of course..." not so, some subcultures wouldn't agree that drinking 15 beers in one day is too much. Too much is too much when causes (1) social problems, (2) deterioration of health, deterioration of work or school problems. This is NIAAA definition.

P. 21 - First line - "Problem drinkers" includes more than those who drink too much. (E.g., the person who gets drunk once a year and then drives.)

P. 22 - 3rd illustration: "Anyone who gets drunk often." Not true - some subcultures don't consider such a problem drinker.

P. 23 - Top of page: "There may be 500,000 people"...this refers to heroin addiction only, does not include other drug problems such as barbituates. 500,000 is a disputed number.

Teacher's Manual seemed good and interesting. But has a negative attitude toward drinking by omission. Never talks about or asks kids to talk about the excitement and fun of drinking and experimenting with drinking. (Makes one feel expansive, free of problems, romantic image, etc.)

Milgram: Teacher Manual:

General: Could you replace the BLACK HAND with an arrow? It is ominous and resembles the black hand symbol which denotes danger in this area.

P. 2 - Numbers related to traffic fatalities seem to reflect the 50% figure. The most accurate statistics I've seen indicate 25 to 35% figure.

Other Comments, continued

Milgram (continued)

P. 11 - First role play activity; please separate into two activities. Drinking methyl alcohol is so different from ethyl alcohol consumption that they should not be in an either/or situation.

P. 12 - Activities are excellent.

P. 53 - Last paragraph refers to "absolute" alcohol. Some definition of this should be made.

P. 67 - Please document source of statistics in last paragraph.

Ditto Masters (Teacher Manual):

#1B - Are you going to draw the glasses?

#2 - Body is huge, though in proportion. There is little room for the student to write.

#9 - No. 1 last item. Answer given for drinks all the time (on page 35) is false. Certainly an alcoholic may drink all or most of the time.

- No. 5 of #9 - Alcoholics do stop drinking during the periods of their incarceration. Most drink again after their release, but the answer of false is confusing.

Student Booklet:

Table of Contents:

II, Why does Alcohol have different Effects on Different People?

III, Terminology Kids bothers me. 5-8th graders would prefer to be addressed as young people or young adolescents.

P. 4 - No. 4 - Liver process does not accurately describe oxidation. Process of elimination (urine, breath) is mixed in with oxidation.

P. 4 - No. 5 - Heart - confusing concept re the extra alcohol to the heart. Size of drawing is too large - words are squashed.

P. 5 and on - talks about "pure" alcohol. It is almost impossible to isolate pure alcohol.

P. 15 - "Many kids who have a drinking problem." Not necessarily true. Most studies can identify a 5 to 7% (problem related to alcohol) figure from the teenage drinking population; this translates into some to me.

P. 16 - Why do kids drink or not drink? This does not mention the family-home related concept as a why as mentioned on page 15.

P. 21 - Problem drinkers or alcoholics. There is a difference; I suggest that you separate these concepts into two sentences, (i.e., "problem drinkers. There are also individuals who are dependent on alcohol and they are called alcoholics").

## Other Comments, continued

Milgram (continued)

Pp. 23 and 24 - mixes concepts of problem drinkers and alcoholics. Do you mean to do this?

P. 30 - add National Clearinghouse for Alcohol Information, National Institute for Mental Health.

P. 31 - definition for distillation is confusing. Wine or beer are heated to obtain alcohol.

P. 32 - Oxidation is not quite complete in definition.

General Comments:

Illustrations (as shown on page 24) seem quite appropriate as do places of use.

Stills cannot be judged as I have not seen the film.

Text is well-written and nicely presented.

Russell:

He doesn't think the distinction between problem drinking and alcoholism can be made for this age level. Therefore, say that some people draw a distinction between alcoholism and problem drinking but that we're not going to worry about the differences; we're only concerned about the fact that some people drink too much and create problems for themselves and others. We also should not present the issue in the Teacher Manual because if we do we will encourage teachers to discuss the issue with their students.

## Students

Kathy Gorman: suburban, 5th grade

David Williams: inner city, 6th grade

Brian O'Riordan: rural, 7th grade

Nicole Willis: inner city, 8th grade

## Questions on Student Booklet

1. Suppose your teacher gave you this booklet to keep. Would you want to read it?

   Gorman: Yes.

   Williams: Yes.

   O'Riordan: Yes.

   Willis: Yes.

2. If you would not want to read it, why not?

   Gorman: Not applicable.

   Williams: Not applicable.

   O'Riordan: Not applicable.

   Willis: Not applicable.

3. What parts of the booklet, if any, did you like?

   Gorman: Songs and poems; she found them most interesting and fun to read.

   Williams: Especially liked the chart showing the alcohol route through the body.

   O'Riordan: Everything.

   Willis: She liked all parts of the booklet.

4. What parts of the booklet, if any, did you not like?

   Gorman: None.

   Williams: Although he liked the crossword puzzle, he thought it was too difficult. He wanted more clues.

   O'Riordan: The two songs. He felt they tried to make kids look like idiots--that is, they were very childish.

   Willis: Not applicable.

5. Did you feel you learned anything new about drinking and alcohol?

Gorman: Yes.

Williams: Yes. He learned a lot.

O'Riordan: Yes.

Willis: Yes. She learned a lot.

6. If you did learn something new, what did you learn?

Gorman: How much alcohol there is in beer--that it's mostly water.

Williams: He learned that if he drank five glasses of beer, he wouldn't have consumed as much alcohol as if he had drunk the same amount of straight whiskey.

O'Riordan: About the amount of alcohol in different drinks, why some kids drink, and how alcohol affects the body.

Willis: The most important thing she learned was the difference in the alcohol content of beer as opposed to vodka, for example.

7. Is there anything about alcohol the booklet didn't talk about that you would like to have learned?

Gorman: No.

Williams: No.

O'Riordan: No.

Willis: No.

8. Did you find the booklet easy or hard to read?

Gorman: Easy.

Williams: He found the booklet easy to read.

O'Riordan: Neither--in the middle: not too hard and not too easy.

Willis: She found the booklet fairly easy reading.

9. Were there some parts of the booklet you could not understand?

Gorman: No.

Williams: No.

O'Riordan: No.

Willis: No.

10. Were there any words you did not understand? Which ones?

Gorman: No.

Williams: No.

O'Riordan: A couple, but the glossary enabled him to understand them.

Willis: No.

11. Do you feel there are enough pictures in the booklet, not enough pictures, or too many pictures?

Gorman: Enough.

Williams: Enough.

O'Riordan: Enough.

Willis: Enough.

Other Comments:

Gorman: Kathy prefers the word "kids" over "children," but she had no preference between "kids" vs. "students."

Williams: David's general comments concerned his liking for the booklet. He was very enthusiastic and wanted to know how soon his school could get copies. Although he didn't really object to the use of the word "kids," he said he would prefer "students."

O'Riordan: Brian felt the booklet was not preachy or phony with one exception: he felt the emphasis on telling the reader that he or she must come to his or her own decision about drinking sounds "pushy." Brian also felt there was nothing at all wrong with using the word "kids."

Willis: Nicci found the booklet very interesting and valuable. Her class just finished individual alcohol education projects in which each student had to give an oral report. Students could draw pictures on the blackboard, but handouts and visual aids weren't permitted. Nicci also mentioned that the teacher didn't provide any materials either. Nicci said that she felt she had learned a great deal more about alcohol from having read this booklet than from her class project.

## Teachers

Julie Bradbury: urban, junior high
Jennifer Lennox: rural, upper elementary
Margaret Razo: junior high, inner city

## A. Teacher Manual

1. The Teacher Manual is too long and we must shorten it. What specific parts do you feel we could omit?

Bradbury. See "other comments" below.

Lennox. She would not want to see it shortened. She felt she needed all the information it contained. Also, she found it interesting reading and its size did not turn her off.

Razo. Route One. Omit Highlight Activity 3. Omit Follow-Up Activity 6 (use 7 instead). Omit Scrabble from Follow-Up Activity 9, but use the puzzle. Omit Follow-Up Activity 10 as 8 seems to cover the same task. Of the Additional Follow-Up Activities, she would use the first one, but omit the others.

The Party's Over. Follow-Up Activities 4,5, and 7 are too time-consuming and could be omitted. Follow-Up Activity 10 is a good idea. The state of California puts out a booklet, "Youth and Law," which she would use because students don't like to get materials from the Police Department. Of the Additional Follow-Up Activities, she would use 3 and 5 but omit the others.

Barbara Murray. She would omit Preview Activity 4 and Follow-Up Activities 9, 11, and 13. She thought 14 was covered elsewhere but might use it for extra credit.

Like Father, Like Son? She would omit Follow-Up Activities 7, 9, and 11 for her own students because these activities are too sophisticated for them. However, she thought they would be acceptable in a suburban school (hers is a bicultural school). She would probably use the Additional Follow-Up Activities for extra credit.

2. Even though we must reduce the size of the Manual, are there any issues which we have not addressed which you feel we should include?

Bradbury. Explain what "highlight activities" are and how they differ from "follow-up activities."

Lennox. No.

Razo. The only other issue she would like us to address is that of biracial/bicultural students. Although she knows we can't change the films, she would like to see our illustrations in the manual and booklet depict Black, Oriental, and Chicano students...a good mix rather than all white, middle-class kids.

3. Does Chapter III, Background Information, provide you with sufficient information to use the films effectively? If not, what additional factual information about alcohol and drinking would you want this section to include?

Bradbury. Yes

Lennox. Yes. She feels comfortable with the amount of information we gave her to teach the material.

Razo. Chapter III, Background Information, is good but she liked the original version better (in the outline to the Teacher Manual).

4. Are there enough teaching instructions provided with the activities to enable you to use them easily? If not, what kinds of additional instructions would you want?

Bradbury. No.

Lennox. Yes. She found them easy to follow and thought implementation would not be difficult.

Razo. More than enough. Trying to fit everything into a short time frame will be the problem.

5. Do the teaching instructions for the activities provide you with more information than you really need to use them easily and effectively?

Bradbury. No.

Lennox. No. She felt the information was necessary to the activities and she would not want to see it cut out or back.

Razo. More than enough.

6. Are there any activities or ditto masters which you would never use? If so, which ones?

Bradbury. No

Lennox. If she had time, she would want to use them all. There were none she didn't like or felt were inappropriate.

Razo. She suggested omitting Ditto Master 1b. Further, she wouldn't use 3a, 3b, 3c, 3d, or 8 because her students aren't sophisticated enough for roleplaying.

7. Are any of the activities or ditto masters inappropriate for use in grades five through eight?

Bradbury: No.

Lennox: No.

Razo: Reference paragraph 6 above, she feels that only eighth graders would want to do these activities.

## B. Student Booklet

8. In general, would students in grades five through eight want to read the Student Booklet?

Bradbury: No.

Lennox: Yes. Her kids would love just having a booklet and that, in itself, would motivate them to read it. She really liked the booklet and thought it would be an asset to the unit. She especially liked the diagram of the body on page 4 - very helpful and easy to understand.

Razo: She hopes the booklet wouldn't be too difficult for them, but believes that fifth and sixth graders (at least hers) would find it rather difficult reading. In her bicultural school, the reading level is somewhat lower than it would be in a suburban school, for example, where the students are white and middle class.

9. Is the Booklet written appropriately for grades five through eight in terms of conceptual difficulty and reading level?

Bradbury: Reading level OK.

Lennox: Yes. She thought even her low level kids would be able to handle the booklet.

Razo: Same comment as in 8 above.

10. Are there specific parts of the Booklet which you feel we should omit or abbreviate?

Bradbury: See general dislike of booklet below in other comments.

Lennox: Bottom of page 15 - top of 16. She thought this section was a little heavy-handed. It appears that we are begging the question and advocating abstinence. It may appear this way because there is such a heavy stress on the physical aspects of drinking where, quite naturally, the "bad" outweighs the "good."

Razo: No.

11. Is there information about alcohol which we have not included in the Booklet which you feel students should read in order to understand the films?

Bradbury: No.

Lennox: No.

Razo: No.

## C. Graphics

12. Are any of the charts and illustrations we plan to include in both the Teacher Manual and Student Booklet educationally unsound or simply not useful? For example, are they biased in favor or against drinking or abstention?

Bradbury: No.

Lennox: No.

Razo: No. She feels this is a positive approach--nonjudgmental--and she thinks it's a good way to teach students to use their heads and make their own decisions.

13. Are there any charts or illustrations we have not included which you feel would be helpful to provide in the Teacher Manual or Student Booklet?

Bradbury: No.

Lennox: Pages 5,6. Might cut down the size of the glasses used to illustrate alcohol content and/or arrange them differently on the page.

Razo: No, but would suggest that we use color in the charts (if cost permits) or else use arrows or check to indicate the route from point to point through the body.

OTHER COMMENTS:

Bradbury: In general, believes teachers like Ditto Masters and should not cut them if we really must reduce length of manual.

P. 2 - Make news item look like newspaper clip - more effective. New sequence of films seems good. Likes suggestion to show films more than once. Likes interdisciplinary activities.

OTHER COMMENTS, continued

Bradbury, continued:

P. 10 - Here and throughout the rest of the manual - give page number in Student Booklet when making a reference.

While in most cases she felt it would be appropriate to include all the activities now in manual, she made selections based on which activities she would choose to use with her own classes.

P. 13 - Drop Geography and Scrabble.

P. 15 - No spinning and getting dizzy - kids would go crazy.

P. 21 - Kids don't like to play parents - have trouble taking on parent/adult roles. She doesn't like this type of role play but would use role plays with kids playing kids.

P. 24 - Drop #1, 2 and 7.

P. 26 - Activity #1 better than #2

P. 27 - Activity #4 better than #3

P. 31 - Drop Activity #11 and #12

P. 33 - Keep poll, creating ads, Dear Abby letters, own accounts of peer pressure. Drop others except for debate which could be changed to discussion.

P. 35 - Activity #3 - Very long.

P. 38 - Underline caution instructions in Activity #7.

P. 40 - Drop Activity #9.

Ditto Masters:

#1b - Drop Nos. 11 and 12

#3b - Drop Situation #3 - Kids too old

#3c and #3d - Drop Situation #4 which is much like #6. Keep Situation #6

#5 - Drop Parent role plays

Student Booklet:

Didn't like it. Felt it was unnecessary. Redundant with teacher's manual. Suggests we eliminate and include more Ditto Masters with key information. Was turned off by it.

Ms. Bradbury is chairperson for the National Association of Middle Schools and in charge of their next annual conference - St. Louis, November 1976 - and would like someone to introduce/promote the films and materials at the conference.

OTHER COMMENTS, continued

Lennox: Regarding the term "kids" - She thought her "kids" would not be offended by that term, "children" is definitely out, and she thought "students" was too school-oriented and formal sounding.

Regarding the concept of percent: she didn't feel her kids would have any trouble with this, especially when reinforced with the illustrations.

Razo: None.

## School Administrators

Herbert Ibarra: inner city, junior high
Joshua Tull: inner city, elementary

## A. Teacher Manual

1. The Teacher Manual is too long and we must shorten it. What specific parts do you feel we could omit?

   Ibarra: Doesn't believe it is too long - the more the teachers have the more selection will be possible. If we must cut, suggest we cut number of activities by finding out which of them have most appeal in the pilot testing. We might not give so many examples of any one activity - for example, include just one sample Dear Abby letter and let kids or teachers make up others.

   Tull: There may be more follow-up activities than are necessary. More than likely even if teachers read them they won't use them. (He doesn't mean that they're not good - it's just the nature of the activities that would cause them not to be used.) We might suggest that teachers use them for individual projects for one or more students (task cards).

   Not sure where in the reading we could cut back - all seems appropriate and necessary.

2. Even though we must reduce the size of the Teacher Manual, are there any issues which we have not addressed which you feel we should include?

   Ibarra: No

   Tull: No - except we might want to include more statistics on drunken drivers and related accidents.

3. Are there any activities or ditto masters in Chapter II, Activities, which you feel it would be inappropriate for teachers to use?

   Ibarra: Don't need as many situations, letters etc. (see above) - give one example only. On polls and questionnaires, caution teachers to give careful guidance to their kids. The idea of teenagers carrying out this kind of poll is unacceptable to some ethnic and cultural groups. Don't like these types of personal questions.

   Tull: No.

4. Do you feel the information provided in Chapter III, Background Information, is in any way likely to offend members of your community?

   Ibarra: No. The more they know the better off they will be. No apparent value judgements are made.

   Tull: Nothing offensive about it.

5. Is there information or are there issues which you feel the Manual should provide or address which would make the use of the films in your school more acceptable to the community -- in particular, to parents?

Ibarra: No. Most parents in his area would think the films were "real nice" and talking about communities very different from their own. The exception is "Like Father, Like Son," which they would see as relating to their own (not middle class) problems and communities.

Tull: No. He did suggest when we present the activities in the Teacher Manual we might want to italicize the key words in the activities so teachers can focus in on the important parts of each exercise (e.g., discuss, role play, break into groups, etc.)

## B. Student Booklet

6. Are there any parts of the Student Booklet which would make you reluctant to authorize its use in your school?

Ibarra: Boring - The Student Booklet is what they have read before.

Tull: Nothing objectionable about Booklet. He thought 5th graders could handle most of it without too much trouble.

7. Are there any parts of the Booklet which you feel would upset or offend members of your community -- particularly parents?

Ibarra: No

Tull: No.

8. Is there any information or are there issues which you feel the Student Booklet should provide or address which would make you more comfortable having your students read it?

Ibarra: Format has to be improved - cartoons, pictures etc.

Tull: Everything seemed to be covered nicely. Kids shouldn't find it too tedious to read if it is not read continuously.

## C. Graphics

9. Are any of the charts and illustrations we plan to include in both the Teacher Manual and Student Booklet educationally unsound or simply not useful? For example, are they biased in favor of or against drinking or abstention?

   Ibarra: No.

   Tull: No.

10. Are there any charts or illustrations we have not included which you feel would be helpful to provide in the Teacher Manual or Student Booklet?

    Ibarra: No. Use cartoons or zingier graphics to get points across.

    Tull: No.

## Parents

Betty Ann Gorman
Erline Willis

## A. Teacher Manual

1. Are there any parts of the Manual which upset or offend you in the way they treat alcohol issues?

   Betty Ann Gorman: No.

   Erline Willis: No.

2. Are there issues or information about alcohol which have not been provided in the Manual which you would want teachers to read before they taught alcohol education to your children?

   Betty Ann Gorman: No.

   Erline Willis: She still feels that the manual is slanted toward middle-class alcoholics and problem drinkers. Would like to see more attention paid to the fact that alcoholism and problem drinking aren't phenomen of the middle class but occur in all classes and in all races.

3. Are there any activities in Chapter II, Activities, which you feel you would not want your children to participate in?

   Betty Ann Gorman: No.

   Erline Willis: No.

4. Are there any activities which we have not suggested which you feel you would want your children to participate in?

   Betty Ann Gorman: No. Very thorough presentation.

   Erline Willis: No.

5. Do you feel the information provided in Chapter III, Background Information, is a fair presentation about alcohol, or are there parts which you feel are biased in favor of or against drinking or abstaining?

   Betty Ann Gorman: Fine.

   Erline Willis: No. Fair presentation.

## B. Student Booklet

6. Are there any parts of the Student Booklet which you would not want your children to read about in the fifth through eighth grades?

   Betty Ann Gorman: Thought for a low fifth-grader the content was over their heads, but film should help kids understand the booklet better, along with teacher guidance.

   Erline Willis: No.

7. Is there information which we have not included in the Student Booklet which you would want your children to read about in the fifth through eighth grades?

   Betty Ann Gorman: No.

   Erline Willis: No.

Other Comments on Student Booklet:

Erline Willis: On pages 2 and 3, she felt the statements (see bullets) should be justified. She also thought that problem drinking should be clarified in that many people don't realize or won't face up to the fact that they have a problem. She mentioned, again, the need to stress that problem drinking occurs in all races and cultures.

On pages 4, 11, and 13, she would like to see the illustrations in color, if cost would permit color. Color would stand out more and provide a more vivid illustration.

She would like to see the paragraphs ("What's in a drink?") made into a class task or experiment.

In the paragraph explaining why kids drink or not drink, page 16, she would like the second sentence to read: "Many kids drink because they want to be a part of their group just as adults are pressured to drink by their friends."

She felt that the statements about alcohol on pages 18 and 19 should be at the beginning of the booklet, so that they could try to answer them after they had read the booklet.

In the second line at the top of page 23, she thought LOST CONTROL should be in bold face and underlined for stress.

Page 24 illustrations show only middle-class individuals--should show at least one person of another class/race.

On page 24, she suggested as a task talking to a skid-row bum to understand the feelings of someone other than a middle-class person. Also, mention should be made of other community groups that are available to help problem drinkers.

## Comments on Teacher Manual

Erline Willis: She thought the last paragraph, page 6, should suggest ideas for independent projects.

She thought having a mock court case would be a good way to discuss the pros and cons of the legal drinking age, as previewed on page 18.

She mentioned that the follow-up activity on page 24 could include a look at the laws in other states; e.g., Utah (which we mentioned elsewhere).

"Special occasions" (page 26) should include occasions where people do drink, where people don't drink, and why. This could be a consciousness-raising task.

Reference paragraph (2), page 27, "park" should be changed to read "community center," "drugstore," or "recreation hall."

Suggested a huge collage as a class consciousness-raising task. The collage could then be put on the wall outside the classroom.

On page 41, she suggested writing "Dear Abby" or a special friend.

Ditto Masters. She suggested revising the first paragraph of #1a to read: "Below is a short list of statements about alcohol. You may not know whether they're true or false, but give it a try. Please don't write your name on the paper. This is only a fun quiz and I won't grade your paper."

Reference Situation #3, Ditto Master #3b, she suggested a less formal approach: "You (Bob) are having a party for several friends...." rather than "host at a party."

Overall, she liked both products except she still feels that they're terribly biased toward the white middle-class student. She feels that students of other races, classes, and ethnic groups will be "turned off."

As for the length of the Teacher Manual, she wouldn't want any activities eliminated; teachers can choose relevant activities depending on the time they can allot to the project. Her only suggestion was to include some of the alcohol background information in the Student Booklet rather than in the Teacher Manual. (The information would still be available to the teacher, but would be available to students as well.)

## Appendix Three

## Pilot Test Report on JACKSON JUNIOR HIGH
## Teacher Manual, Student Booklet, and Spirit Masters Second Drafts

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# I. INTRODUCTION

## 1.1 Contents

This report describes the results of the pilot tests of the Teacher Manual, Student Booklet and spirit masters designed to accompany the film series Jackson Junior High.

The report is divided into three chapters. The first chapter describes the contents of the report and outlines the major findings of the field tests. The second chapter presents the results of the pilot test in the two sites, Bridgewater, Vermont and Des Moines, Iowa. The third chapter contains the completed Teacher and Observer Questionnaires and the tabulated results of the Student Questionnaire and Student Pre/Post Quiz.

## 1.2 Overview of Results

The pilot tests were designed to accomplish two goals: to determine whether the written materials could be easily used by teachers and students and to assess the extent to which their use with the films increased students' knowledge about alcohol.

Implementation. Both field tests were successful in terms of demonstrating that the Teacher Manual, spirit masters, and Student Booklet were easy to use in conjunction with the films. The Student Booklet was particularly successful in both sites in terms of how much the students claimed to have learned from it and enjoyed reading it.

Learning. It proved difficult to determine how much the Teacher Manual and Student Booklet contributed to the students' learning about alcohol. There was, of course, no way to distinguish whether much of what the students appeared to have learned was derived from the films, the booklet, the class activities, or from reinforcement with two or more of these learning strategies. Nevertheless, both the teacher and observer in Vermont felt that learning had taken place, while in Des Moines similar subjective evaluations were corroborated by the results of the student Pre/Post Test.

# II. RESULTS

## 2.1 Background

Bridgewater, Vermont, is a very small lower middle-class rural community five miles west of Woodstock, Vermont and thirty miles east of Rutland, Vermont, the nearest city. The one-building, four-room elementary school has four teachers. [redacted] the teacher who tested our materials, teaches a combined fifth and sixth grade class consisting of six fifth graders and twelve sixth graders. Because of the combined nature of her classes, she spent one-and-a-quarter hours each day testing our materials, instead of the typical forty minutes she spends for a normal class period. Ms. Lennox used the materials for five consecutive days.

The majority of Ms. [redacted] classes consisted of question and answer sessions. Only once did she break the students into small groups. She conducted no role plays. Her conservative teaching style, however, is typical of perhaps the majority of elementary school teachers in the country.

Ms. [redacted] major difficulty, in addition to a reluctance to use the more innovative and student-centered activities, was an inability, shared again by most teachers, to constructively use students' spontaneous comments, their answers to her questions, and their responses to the spirit master problem situations to promote further discussion and thought. For example, when students made conflicting statements, Ms. [redacted] often noted these differences but then did not ask the students to try to explain why such differences of opinion might exist.

Despite her unvarying approach to presenting the unit (with, of course, a break each day for the film), nearly all the students maintained their interest in the ideas being discussed for the full 75 minutes each day.

Des Moines is the capital of Iowa and with a population of 200,000 is the largest city in the state. Callanan Junior High School, where the field test was conducted, has 600 students, 35 percent of whom belong to minority groups. The students come from all socioeconomic backgrounds.

Ms. [redacted] the school nurse who tested our materials, is responsible for teaching health education in addition to her regular nursing duties. Ms. [redacted] tested the materials in her four classes (with the exception of the Student Booklet, of which there were enough copies for only two classes) for five days in 45-minute class periods.

As in Vermont, nearly all Ms. [redacted] classes consisted of question and answer sessions, with considerable discussion, however, among the students themselves--much along the lines portrayed in the classrooms of Route One and The Party's Over. In one class Ms. Short divided the students into small groups to respond to "Dear Abby" letters and compare their responses.

Like Ms. [redacted] Ms. [redacted] also had difficulty figuring out what to do with her students' spontaneous comments and how to channel them into constructive follow-up discussions or activities. Nevertheless, as in Vermong, her students remained animatedly interested in the issues under discussion, often disagreeing vociferously with one another.

## 2.2 Specific Results

### 2.2.1 Goals

Implementation. Both pilot tests clearly indicated that the Teacher Guide, Student Booklet and spirit masters can be easily used in grades five through eight by average teachers. While both teachers had difficulty conducting follow-up discussions, this is a deficiency that can be corrected only by teacher training, not by revising the Teacher Manual. Leading guided discussions requires considerable practice and feedback from a supervising master teacher.

While both teachers failed to use role plays, small group discussions, or other innovative approaches to any appreciable extent, there is nothing the Teacher Manual can accomplish in motivating increased use of such learning approaches. Nevertheless, the tests indicated that there are more than enough "traditional" activities in the Teacher Manual to meet the needs of the average teacher. There is no need to discard the innovative activities since there are many teachers who will be able to use them effectively.

The Student Booklet was easily read by students in both sites despite the grade level differences between pupils in Vermont and Des Moines. Few students found the booklet too long or too short.

Both teachers made ample use of the spirit masters and did so effectively.

Learning. Data on student learning as a result of the tests consists of the answers to the Student Pre/Post Quiz, the student responses on the Student Questionnaire, and the observations of the teachers and observer.

In Vermont, the results of the Pre/Post Quiz were ambiguous. With the fifth graders, the Pre/Post Quiz revealed a slight increase in knowledge on two questions (2 and 5), but an increase in misinformation on one other question (6). The sixth graders improved on four questions (2, 3, 5 and 10), but fared worse on two others (1 and 8).

It is, of course, impossible to sort out the reasons for this lack of clear-cut evidence of cognitive improvement on the Pre/Post Test given the multiple variables of average teacher performance, at least one case of an inaccuracy in the films which related to one of the quiz questions,* and other factors.

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* Route One indicates that hangovers result from excessive alcohol intake and occur while the alcohol is still in the bloodstream. This is only half true. Hangovers occur after all the alcohol has been oxidized.

While the Pre/Post Quiz did not indicate whether students learned important information about alcohol as a result of the unit, virtually all the students claimed on their Student Discussion Guides that they had learned a great deal. This was also the subjective conclusion of both the teacher and the observer at the end of the unit. However, the observer also felt that the teacher failed to reinforce some of the information presented in the films and Student Booklet and as a result some students were left with some of their initial ignorance and misconceptions. On two or three occasions, the teacher also presented inaccurate or unsupported conclusions about drinking. (Steps to avoid these in the future are indicated in Sections 2.2.2 and 2.2.3 below.)

Finally, while we could not assess whether attitudes toward drinking had become more appropriate as a result of the unit, it is possible that some beneficial attitudinal changes did occur along with the apparently small increase in factual knowledge about drinking.

In Des Moines, it appeared that students did learn from the pilot test. While students fared worse on two of the questions on the Pre/Post Quiz (4, 6) and showed no change on two others (2, 8), they indicated a clear shift toward more accurate knowledge on seven questions (1, 3, 5, 7, 9, 10, 11).* Moreover, one of the questions on which students did worse on the post-test involved a topic--hangovers--about which the films provided incorrect information.

This evidence of student learning in Des Moines from the Pre/Post Tests was corroborated by the student responses to the Student Questionnaire and by the subjective impressions of both the teacher and the observer.

In short, there is strong subjective evidence in both sites that significant student learning about alcohol took place as a direct result of the pilot tests.

### 2.2.2 Teacher Manual

Neither teacher felt that the Teacher Manual needed major revisions based on their experience implementing it. The observer shared their estimation. The observer also concluded that given the teachers' difficulties in directing follow-up discussions, the level of specificity provided in the Manual's activities should be retained. If the Manual must be shortened for printing considerations, entire activities should be eliminated rather than condensing the ones that are included at present.

The pilot tests did indicate the need for the following minor revisions in the Teacher Manual:

1) The activity on discussing alcohol as a drug should point out that caffeine and nicotine are drugs, also.

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* The teacher gave the pre-test to all her classes but gave the post-test to only two of them. In returning the tests to us, she mixed the classes together so that the students who took both the pre-test and post-test cannot be identified.

2) Some discussion is needed on the relationship between student decision-making and parental decision-making at this age level. For many youngsters in the fifth or sixth grade, the decision on whether to drink is not really theirs, or at least is not seen by them or by their parents as being theirs to make. This needs to be clarified for the teacher.

3) The teacher in Vermont implied at least twice during the pilot testing that the experienced drinker is not affected by moderate amounts of alcohol. A few students expressed a similar opinion. The Teacher Manual needs to stress that while it is true that experienced drinkers build up physical tolerance and often develop psychological tolerance, any alcohol they drink does have physical and, depending on the amount consumed, behavioral effects. Alcohol in any amount always destroys liver, stomach and brain cells and, after two or three drinks, affects mental capacities (sometimes for the better). The point is that these effects are probably not permanently harmful for the responsible experienced drinker, not that they don't occur.

4) The activities on peer pressure need to stress more forcefully that peer pressure can be exerted for good ends, as well as for bad ones.

5) The import, both explicit and implicit, of The Party's Over is that kids "your age" cannot handle alcohol except in the presence of adults. The activities need to more explicitly present this as a question, not as a fact. Otherwise, student viewers of this film may be left with the feeling that the decision has been made by the teacher in the film and is not open to debate with their teacher.

6) The activities should recommend that the teacher raise for discussion alternative methods by which people can obtain the feelings or meet the needs that alcohol does.

7) An additional point should be added to the Barbara Murray highlight activity. At one point, Barbara is about to taste her boyfriend's drink but changes her mind when she hears a man in the back of the cafe drunkenly and obnoxiously raise his voice for another beer. Why does this incident discourage her from tasting the drink?

8) The student questionnaire on spirit master #1: the last question seems to elicit comments only about alcohol's harmful effects. We need to warn the teacher to point this out if it occurs and to discuss why it happened--why no one or very few students record any of the positive or enjoyable effects alcohol can have.

9) Kids keep indicating that "alcohol" will do such and such without ever qualifying that what alcohol "does" depends on how much a person drinks. We need to warn the teacher to keep reinforcing this point.

10) More stress needs to be placed on the fact that hangovers occur after the alcohol has left the bloodstream. Many kids seemed to feel that nothing cures a hangover because the liver can only slowly oxidize the alcohol and nothing can speed this process up.

### 2.2.3 Student Booklet

The Student Booklet was a tremendous success. In Vermont, at the beginning of the third class, three students independently asked the observer if he had other literature available for them to read. One student came back at the end of the fifth class to remind him of his promise to send a copy of the senior high booklet to the teacher for use by the class. While not quizzed on the Booklet, all the students appeared to have read it avidly, often doing so on their own before class began and without waiting for the next chapter to be assigned by the teacher. When the students were engaged in an activity which required them to imagine they were problem drinkers and write down how they would seek help, a couple students spontaneously looked up suggested sources of help in the Booklet--they were already using it as a reference book. When one student indicated that taking a drink to go to sleep was, in his view, a sign of problem drinking, another pupil pointed out that the Booklet "says" that taking several drinks, not one, in order to go to sleep was described as problem drinking.

In both sites, the students' evaluations of the Booklet on the Student Questionnaire were likewise highly favorable. While 10 out of 34 students in Des Moines did not enjoy reading it very much, only three indicated they did not learn from it or found it difficult to read.

The pilot tests clearly demonstrated the value of the Booklet as a reinforcement to the messages in the films and as a fall-back in cases where the teacher fails through lack of time or ignorance to explain adequately the range of information regarding alcohol use and abuse.

The teachers, students and observers did notice that several minor changes could be made to improve the Booklet despite its generally enthusiastic reception.

1) The definition of "hangover" now explicitly notes that hangovers occur after all the alcohol has left the body, contrary to what is said in Route One.

2) The Student Booklet mentions that caffeine and nicotine are drugs.

3) The Booklet raises for discussion the problem noted earlier about the extent to which youngsters at this age level can and should make their own decisions about drinking, and the corresponding role their parents can and should play.

4) To save space, the lyrics to the song were omitted, since students agreed they would not miss this part of the Booklet if it were deleted. (Several pupils indicated that they had read the glossary as if it were text, and most of the class enjoyed doing the crossword puzzle, something they were not required to do.) Several students did indicate that they would be only mildly disappointed if we cut down on the number of illustrations.

### 2.2.4 Spirit Masters

Ms. [redacted] used five spirit masters. While their use certainly was helpful, it was also clear that they were not indispensible to the success of her unit. Just as this teacher herself in one instance placed the desired information onto a spirit master by hand, so other teachers could do the same. However, it is unlikely that teachers would be as willing to do this by hand for several spirit masters, making it unwise for us to consider eliminating them from the Teacher Manual. The importance of retaining the spirit masters was evidenced in the Des Moines test where Ms. [redacted] used eight of the spirit masters, found them very useful, and wanted more. She found they helped stimulate discussion among students and reinforced much of the information presented in the films. Her use of the spirit masters also revealed that question #8 on spirit master #4 (Drinking Experience Poll) should read "could," not "can." Also, for respondents who don't drink, question #2 should begin, "If not, skip to question 8."

# III. COMPLETED SURVEY INSTRUMENTS

## 3.1 Teacher Questionnaires

# TEACHER QUESTIONNAIRE

Bridgewater, Vermont

Name [redacted]

Grade Level 5 & 6

Subject General: Elementary

## A. THE TEACHER MANUAL

1. Were the instructions for using the Teacher Manual clear and easy to follow?

   Very Easy X    A Little Difficult ______    Difficult ______

   If they were a little difficult or difficult to follow, what parts were confusing or inadequate?

   (use back of page if you need more space)

2. Did you have any teaching problems which the Teacher Manual did not address?

   Yes ______    No X

   If yes, what were these problems?

3. Did the manual provide you with enough factual information about alcohol (its effects, alcoholism, etc.) to use the films and activities effectively?

   Yes X    No ______    It was good to have the factual information available.

If not, what additional facts about alcohol would you have wanted?

______________________________________________________________

______________________________________________________________

______________________________________________________________

4. In general, were the activities detailed enough for you to use easily?

Yes __X__ No ______

5. In general, were the activities too detailed -- did they provide you with more teaching instructions than you really needed or wanted?

Yes ______ No __X__ They left room for improvising.

6. Were the classroom activities appropriate to the interests and background of your students?

Completely ______ Mostly __X__ Not Very ______ Not At All ______

7. Did any of the activities you used fail to stimulate any student learning?

Yes ______ No __X__

If yes, which activities failed to stimulate any learning? (Specify film and activity number.)

______________________________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

8. Did you use any of the Spirit Masters?

Yes __X__ No ______

If not, why didn't you?

______________________________________________________________

______________________________________________________________

______________________________________________________________

9. If you did use one or more Spirit Masters, did you find them useful?

Very Useful__X__ Somewhat Useful______ Not Useful______

If any were ineffective, which ones were they (give the number) and why were they ineffective?

10. Were there any other materials which you would have like to have had on Spirit Masters?

Yes______ No__X__

If yes, what other materials would you have wanted on Spirit Masters?

11. If you were to use these films with another class, would you want to use some of the activities from the Teacher Manual again as preview, highlight, or follow-up activities?

Definitely__X__ Probably______ No______

If you would not use any of them again, why not?

## B. THE STUDENT BOOKLET

12. In general, did your students seem to enjoy reading the Student Booklet?

A Great Deal __X__ Somewhat______ Not Very Much______

The format was put together well--information was sufficient, but not over done.

13. Is there information about alcohol which we did not include in the Student Booklet which you feel students should read in order to understand the films better?

Yes______ No __X__ Kids seem to be able to understand the material given.

If yes, what information should be added?

14. Are there specific parts of the Student Booklet which you feel we should omit or abbreviate?

Yes______ No __X__ The kids seemed interested in all the sections.

If yes, which sections should we omit or shorten? (Specify pages and paragraphs.)

15. Were any of the charts or illustrations in the Student Booklet difficult for students to understand?

Yes______ No __X__

If yes, which ones were they? (Specify page and describe illustration if there is more than one illustration on the page.)

16. Are there any charts or illustrations you feel we should add to the Student Booklet which would make the topics discussed clearer for students?

Yes______ No X____

If yes, what charts or illustrations should we add?

______________________________________________

______________________________________________

17. How was the reading level of the Student Booklet for the grade level of students you teach?

Too Easy ______ Just Right X____ Too Difficult______

18. How was the conceptual level of the Student Booklet for the grade level of your students?

Too Easy______ Just Right X____ Too Difficult______

19. If you were to use these films with another class, would you want these students to read part or all of the Student Booklet?

All
XXXt of It______ Part of It______ None of It______

If you would not have them read any of it, why?

______________________________________________

______________________________________________

______________________________________________

______________________________________________

______________________________________________

## C. THE UNIT AS A WHOLE (FILMS AND WRITTEN MATERIALS)

20. How did the preparation time for using the films and activities compare to your usual preparation time for a similar unit of study?

It Took Longer X____ It Took Same Amount of Time______

It Took Less Time______

I had to familiarize myself with some information that I did not know. It was worth the extra time.

21. Do you feel that the preparation required was worth it?

Definitely X____ Probably______ No______

22. How easy was it to implement the unit in the grade levels you taught?

Very Easy______ Not Hard__X__ Difficult______ Impossible______

If it was difficult or impossible, what problems did you have?

It was difficult holding discussions with my 5th and 6th graders. They had limited knowledge on the subject from which to draw ideas, etc. for class discussions. However, I feel that they learned a lot more than they knew before.

23. If you were to use the films with another class.

a. which films would you use? (Check all that apply.)

Route One__X__
The Party's Over__X__
Barbara Murray__X__
Like Father, Like Son?__X__

b. what order would you show the films in? (Indicate by number.)

Route One__1__
The Party's Over__2__
Barbara Murray__3__
Like Father, Like Son?__4__

24. Did you have any other problems perparing or teaching the unit that have not been mentioned in this questionnaire?

Yes______ No__X__

If yes, what other problems did you have?

25. What advice in using the unit would you give to a colleague who planned to use it with classes similar to yours?

Be prepared for kids having a very limited knowledge on alcohol in general, (i.e., effects, what it is, what it can do).

26. Please indicate below which activities, by number, you used. Then rate the activity by number according to the following scale:

Very Useful = 1
Somewhat Useful = 2
Not Very Useful = 3
Not Useful At All = 4

The first line has been filled in as an illustration of what to do.

| FILM | ACTIVITY NUMBER | RATING |
|---|---|---|
| The Party's Over | 4b | 1 |
| Route One | 1a | 1 |
| | 1b | 1 |
| | 4a | 1 |
| Party's Over | 1b | 1 |
| | 4d | 2 |
| B. Murray | 1b & 3 | 1 |
| | 4a & 4b | 1 |
| Like Father? | 1a | 2 |
| | 1b | 1 |
| | 4a | 1 |

| FILM | ACTIVITY NUMBER | RATING |
|---|---|---|
|  | 4e | 1-2 |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

26. Please indicate below which Spirit Masters, by number, you used. Then rate the Spirit Master by number according to the following scale:

Very Useful = 1
Somewhat Useful = 2
Not Very Useful = 3
Not Useful At All = 4

| SPIRIT MASTER NUMBER | RATING |
|---|---|
| #1 | 1 |
| #5A & B | 1 |
| #8 | 1 |
| #9 | 1-2 |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

## TEACHER QUESTIONNAIRE

Des Moines, Iowa

Name [redacted]

Grade Level 8th

Subject Health

A. THE TEACHER MANUAL

1. Were the instructions for using the Teacher Manual clear and easy to follow?

Very Easy X A Little Difficult ______ Difficult ______

If they were a little difficult or difficult to follow, what parts were confusing or inadequate?

(use back of page if you need more space)

2. Did you have any teaching problems which the Teacher Manual did not address?

Yes ______ No X

If yes, what were these problems?

3. Did the manual provide you with enough factual information about alcohol (its effects, alcoholism, etc.) to use the films and activities effectively?

Yes X No ______

If not, what additional facts about alcohol would you have wanted?

Maybe some additional information on the possible health problems that can arise when women drink and are pregnant--fetal abnormalities, etc.

4. In general, were the activities detailed enough for you to use easily?

Yes X   No ______

5. In general, were the activities too detailed -- did they provide you with more teaching instructions than you really needed or wanted?

Yes ______   No X

6. Were the classroom activities appropriate to the interests and background of your students?

Completely ______   Mostly X   Not Very ______   Not At All ______

7. Did any of the activities you used fail to stimulate any student learning?

Yes ______   No X

If yes, which activities failed to stimulate any learning? (Specify film and activity number.)

8. Did you use any of the Spirit Masters?

Yes X   No ______

If not, why didn't you?

9. If you did use one or more Spirit Masters, did you find them useful?

Very Useful X Somewhat Useful _____ Not Useful _____

If any were ineffective, which ones were they (give the number) and why were they ineffective?

I think you should make the drawing on spirit master 4e more accurate.

10. Were there any other materials which you would have like to have had on Spirit Masters?

Yes X No _____

If yes, what other materials would you have wanted on Spirit Masters?

How alcohol is made similar to the Barbara Murray animation only for all types of alcohol including distilled types--I think it would be helpful to have. Maybe also something showing alternatives for problem drinkers or alcoholics.

11. If you were to use these films with another class, would you want to use some of the activities from the Teacher Manual again as preview, highlight, or follow-up activities?

Definitely X Probably _____ No _____

If you would not use any of them again, why not?

## B. THE STUDENT BOOKLET

12. In general, did your students seem to enjoy reading the Student Booklet?

A Great Deal X    Somewhat ______    Not Very Much ______

13. Is there information about alcohol which we did not include in the Student Booklet which you feel students should read in order to understand the films better?

Yes X    No ______

If yes, what information should be added?

How alcohol is made, historical background of alcohol. Barbara Murray film generated a lot of discussion. Perhaps have a treatment of alcoholism--what big businesses are doing, etc.

14. Are there specific parts of the Student Booklet which you feel we should omit or abbreviate?

Yes ______    No X

If yes, which sections should we omit or shorten? (Specify pages and paragraphs.)

15. Were any of the charts or illustrations in the Student Booklet difficult for students to understand?

Yes X    No ______

If yes, which ones were they? (Specify page and describe illustration if there is more than one illustration on the page.)

Anatomical drawing 4e spirit master moreaccurate. Crossword puzzle, page 26 student booklet, 13 down not clear, 14th letter of alphabet EN? Also 31 across should be 30 across.

16. Are there any charts or illustrations you feel we should add to the Student Booklet which would make the topics discussed clearer for students?

Yes X No ______

If yes, what charts or illustrations should we add?

How alcohol is made.

17. How was the reading level of the Student Booklet for the grade level of students you teach?

Too Easy ______ Just Right X Too Difficult ______

18. How was the conceptual level of the Student Booklet for the grade level of your students?

Too Easy ______ Just Right X Too Difficult ______

19. If you were to use these films with another class, would you want these students to read part or all of the Student Booklet?

Most of It X Part of It ______ None of It ______

If you would not have them read any of it, why?

C. THE UNIT AS A WHOLE (FILMS AND WRITTEN MATERIALS)

20. How did the preparation time for using the films and activities compare to your usual preparation time for a similar unit of study?

It Took Longer ______ It Took Same Amount of Time ______

It Took Less Time X

21. Do you feel that the preparation required was worth it?

Definitely X Probably ______ No ______

22. How easy was it to implement the unit in the grade levels you taught?

Very Easy X    Not Hard    Difficult    Impossible

If it was difficult or impossible, what problems did you have?

I had difficulty because I had to interrupt another unit to do the field testing and it made it a little trying but I enjoyed it and am glad I had opportunity to use materials.

23. If you were to use the films with another class.

a. which films would you use? (Check all that apply.)

Route One X
The Party's Over X
Barbara Murray X
Like Father, Like Son? X

b. what order would you show the films in? (Indicate by number.)

Route One 1
The Party's Over 2
Barbara Murray 3
Like Father, Like Son? 4

24. Did you have any other problems perparing or teaching the unit that have not been mentioned in this questionnaire?

Yes    No X

If yes, what other problems did you have?

25. What advice in using the unit would you give to a colleague who planned to use it with classes similar to yours?

Be very familiar with materials. Research some additional sources for some additional material. Utilize activities with changes to suit specific class.

26. Please indicate below which activities, by number, you used. Then rate the activity by number according to the following scale:

Very Useful = 1
Somewhat Useful = 2
Not Very Useful = 3
Not Useful At All = 4

The first line has been filled in as an illustration of what to do.

| FILM | ACTIVITY NUMBER | RATING |
|---|---|---|
| The Party's Over | 4b | 1 |
| Route One | 1b | 1 |
| Route One | 4a | 2 |
| Route One | 4b | 1 |
| Route One | 4c | 1 |
| The Party's Over | 1b | 2 |
| The Party's Over | 4a | 1 |
| Barbara Murray | 1a | 3 |
| Barbara Murray | 4a | 2 |
| Barbara Murray | 4b | 3 |
| Like Father Like Son | 4b | 2 |

| FILM | ACTIVITY NUMBER | RATING |
|---|---|---|
| Like Father Like Son | 4e | 2 |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

26. Please indicate below which Spirit Masters, by number, you used. Then rate the Spirit Master by number according to the following scale:

Very Useful = 1
Somewhat Useful = 2
Not Very Useful = 3
Not Useful At All = 4

| SPIRIT MASTER NUMBER | RATING |
|---|---|
| Route One #1 | 1 |
| 2c | 2 |
| 4e | 1 |
| 4 | 1 |
| 5a | 2 |
| 6a | 1 |
| 6b | 1 |
| 6c | 1 |
| 7 | 3 |
| 8 | 1 |
| 9 | 2 |

## 3.2 Observer Questionnaires

# OBSERVER QUESTIONNAIRE

Bridgewater, Vermont

## A. THE TEACHER MANUAL

1. Did the activities enable the teacher to reinforce the goals of the films?

   They were a Great Help _____ They Were of Some Help __X__

   They Were No Help _____

   If they were of no help, why not?

2. Did the teacher seem to need more factual information than was provided in the Teacher Manual?

   Yes _____ No __X__

   If yes, what additional information would have been helpful?

3. Did the teacher seem to have difficulty implementing any of the activities?

   Yes __X__ No _____

   If yes, which activities created a problem and how could these activities be revised to make them easier to use?

   She had problems knowing what to do with--how to use--comments students made. She wasn't able to follow up the student response with generalizations, comparisons, or further discussion questions.

4. Was the teacher able to identify and use activities which seemed to be appropriate to the interests and background of the students?

A Lot__X__ Some______ One or Two______ None______

5. Did any of the activities fail to stimulate any student learning?

Yes______ No__X__

If yes, which ones and how could they be revised to become educationally useful?

6. In general, how difficult was it for students to participate in the activities?

Easy__X__ Not Hard______ Hard______ Impossible______

If it was hard or impossible, how could the activities be revised to make it easier?

7. Which activities did students seem to like best?

1) The small group discussion on how to respond to the "Dear Abby" letters (Activity 4d, The Party's Over)

2) Discussion of the nature of, with examples of, peer pressure (Activity 1b, The Party's Over)

3) The discussion of drinking and image (Activity 4b, Barbara Murray)

8. What activities did students seem to like least?

1) The discussion of whom they would go to if they had a drinking problem (Activity 4e, Like Father, Like Son?)

9. How could the Teacher Manual be revised to assist teachers to reinforce the goals of the films better?

No major revisions were warranted based on the test. Minor revisions which were indicated are mentioned in the text of the Field Test Report.

10. In general, how helpful were the Spirit Masters to the teacher in implementing the activities?

Very Useful______ Somewhat Useful__x__ Not Useful______

Teacher Did Not Use Any ______

If the teacher used one or more Spirit Masters and they were not useful, why weren't they and how could they be improved?

11. Were there any additional materials which the teacher could have profitably used if they were put on Spirit Masters?

Yes______ No__X___

If yes, which materials?

B. THE STUDENT BOOKLET

12. Did any students indicate that the Student Booklet was:

a. too difficult to read: ( )
b. too easy to read: ( )
c. too difficult to understand: ( )
d. too easy to understand: ( )
e. too long: ( )
f. too short: ( )
g. confusing: ( )
h. in need of more charts: ( )
i. in need of more information: ( )

13. If students felt the Student Booklet should have provided more information or more charts, what information and what charts did they indicate should be added?

C. GENERAL COMMENTS (Specify.)

See Field Test Report.

## OBSERVER QUESTIONNAIRE

Des Moines, Iowa

### A. THE TEACHER MANUAL

1. Did the activities enable the teacher to reinforce the goals of the films?

They were a Great Help _____ They Were of Some Help __X__

They Were No Help_____

If they were of no help, why not?

2. Did the teacher seem to need more factual information than was provided in the Teacher Manual?

Yes __X__ No _______

If yes, what additional information would have been helpful?

See specific lacunae mentioned in Chapter III of the Field Test Report.

3. Did the teacher seem to have difficulty implementing any of the activities?

Yes __X__ No ______

If yes, which activities created a problem and how could these activities be revised to make them easier to use?

She had difficulty conducting class discussions, regardless of the activity used. Short of a section in the Manual on how to conduct class discussions and outside teacher training, nothing we could do would make the activities easier to use.

4. Was the teacher able to identify and use activities which seemed to be appropriate to the interests and background of the students?

A Lot X      Some ______      One or Two ______      None ______

5. Did any of the activities fail to stimulate any student learning?

Yes ______      No X

If yes, which ones and how could they be revised to become educationally useful?

6. In general, how difficult was it for students to participate in the activities?

Easy X      Not Hard ______      Hard ______      Impossible ______

If it was hard or impossible, how could the activities be revised to make it easier?

7. Which activities did students seem to like best?

Writing responses to "Dear Abby" letters (The Party's Over, Activity 4e)

Tracing the passage of alcohol on the body chart (Route One, Activity 4e)

Discussing the results of the Drinking Experience Poll (The Party's Over, Activity 1a)

8. What activities did students seem to like least?

There were none which were disliked.

9. How could the Teacher Manual be revised to assist teachers to reinforce the goals of the films better?

No. Nothing in a short Teacher Manual can help a teacher learn how to conduct class discussions.

10. In general, how helpful were the Spirit Masters to the teacher in implementing the activities?

Very Useful X    Somewhat Useful ____    Not Useful ____

Teacher Did Not Use Any ____

If the teacher used one or more Spirit Masters and they were not useful, why weren't they and how could they be improved?

____________________________________________

____________________________________________

____________________________________________

____________________________________________

11. Were there any additional materials which the teacher could have profitably used if they were put on Spirit Masters?

Yes______ No__X___

If yes, which materials?

____________________________________________

____________________________________________

____________________________________________

____________________________________________

____________________________________________

## B. THE STUDENT BOOKLET

12. Did any students indicate that the Student Booklet was:

| | |
|---|---|
| a. too difficult to read: | ( ) |
| b. too easy to read: | ( ) |
| c. too difficult to understand: | ( ) |
| d. too easy to understand: | ( ) |
| e. too long: | ( ) |
| f. too short: | ( ) |
| g. confusing: | ( ) |
| h. in need of more charts: | ( ) |
| i. in need of more information: | ( ) |

13. If students felt the Student Booklet should have provided more information or more charts, what information and what charts did they indicate should be added?

A couple students wanted the Booklet to discuss how alcoholic beverages are manufactured. One student wanted to learn about drinking and driving. A few others agreed with him.

C. GENERAL COMMENTS (Specify.)

## 3.3 Student Questionnaires

## BRIDGEWATER, VERMONT

## Grade 5

## STUDENT QUESTIONNAIRE

1. Did you feel the number of class periods you spent studying alcohol was: (check one)

   Just Right 5 Too Few 2 Too Many 0

2. Of all the things you did this week, which ones helped you learn the most about alcohol?

   - About how you can stop drinking.
   - I think that the book helped me the most. Because it told all about alcohol.*
   - I think that all of them did help me. Because I liked all the things we did. Now I would have the courage to ask someone who drinks a lot to try to stop. Also to tell them what it can do.
   - When you told us about all of the movies. The one called 'The Party's Over' was good.
   - What it can do to you, how many drugs there are, what to do when people want you to drink, all of the book.
   - The movies helped me about alcohol a lot this week.

3. Of all the things you did this week, which ones did not help you to learn anything about alcohol?

   - I think the questionnaires did not help me learn too much.
   - They all helped me learn more.
   - When the kids were talking I would rather have the teachers talk for us.
   - The first movie.

4. Are there any other activities you would have liked to engage in besides the ones you did? (check one)

   Yes 4 No 3 If yes, what else would you have liked to do?

   - Do something to see how much alcohol is in beer and wine.
   - Scientific experiments.
   - I would have liked to make posters about alcohol.
   - Make signs and posters.

---

*Students' original grammar has been retained.

5. If you were to see the films all over again, which one would you want to see first? (check only one)

   Route One 1 The Party's Over 4 Barbara Murray 1

   Like Father, Like Son? 1

6. How much did you learn from the Booklet on alcohol? (check one)

   A Lot 7 Some 0 Nothing 0

7. How much did you enjoy reading the Booklet? (check one)

   A Lot 4 Some 3 Not Very Much 0

8. How hard was it to understand the Booklet? (check one)

   Easy 1 Just Right 5 Sort of Hard 1 Really Hard 0

9. How long is the Booklet? (check one)

   Just Right 6 Too Short 1 Too Long 0

10. Did you have difficulty understanding any of the charts or pictures in the Booklet? (check one)

    Yes 0 No 7 If you did, which pictures or charts did you have trouble understanding? (describe)

    - Where the guys were sitting at the bar table.

11. What did you like the most in the Booklet?

    - What drinking can do to you.
    - I liked all the ways it said it made people feel, and how they reacted to alcohol.
    - I liked the part in the back of the book about the names and what they meant. And also I liked the whole book really.
    - I liked the puzzles and the pictures. I also liked where they told what the words meant. Actually I liked the whole thing.
    - The pictures, the crossword puzzle, where to get book about alcohol and the rest of it.

- When the guy was drunk and he did not know what 2 + 2 was.
- The crossword puzzle.

12. What did you like the least in the Booklet?

- I liked all of it.
- I can't find any.
- I like it all.
- When the lady could not get any sleep at all.
- Who drinks and who does not drink.

13. Is there anything else you would like the Booklet to tell you about alcohol?

No 5 Yes 2 If yes, what else would you like the Booklet to tell you?

- Some other different kinds of drugs.
- I would like it to tell you other kinds of drugs and why and how they hurt you.

14. What do you feel the Booklet was saying about drinking alcohol? (check only one answer)

a. That it's all right to have a drink or two 1

b. That it's up to each person to decide whether or not to drink alcohol 5

c. That it's wrong to drink alcohol 1

BRIDGEWATER, VERMONT

Grade 6

STUDENT QUESTIONNAIRE

1. Did you feel the number of class periods you spent studying alcohol was: (check one)

Just Right 8 Too Few 3 Too Many 0

2. Of all the things you did this week, which ones helped you learn the most about alcohol?

- Well I think the booklets helped me the most and the movies.
- Reading the book and watching the movies, and the sheets we did.
- The one where it showed what it did to your body, and how it could affect the function of the body and the brain.
- The book and the movie.
- The book and film.
- The movies I think. I learned the most about alcohol.
- The second day was when I thought I learned the most about alcohol when I saw the movie.
- The part about alcohol's effects.
- Reading the booklet it tells all about it.
- The movies and the talks and booklet also help.
- I think that the movies helped me because it showed you what it does to your family.

3. Of all the things you did this week, which ones did not help you to learn anything about alcohol?

- Well the crossword puzzle did not help me learn anything about alcohol but it was fun trying to figure out.
- Talking about it.
- There wasn't one that didn't help me about alcohol.
- They all helped me.
- The Dear Abby papers.
- Part IV did not help me learn about alcohol.
- All the things this week were very good. I did not find fault with any of it.
- Well, just about everything was helping me learn about alcohol.

- All of them helped me.
- Everything help me learn I cannot name anything.

4. Are there any other activities you would have liked to engage in besides the ones you did? (check one)

   Yes 9 No 2 If yes, what else would you have liked to do?

   - I would have liked to have made posters for the halls in the school.
   - You should have the children do a project.
   - I think it would have been nice if we could have had an experiment on alcohol.
   - Reports or posters about alcohol.
   - Make posters on alcohol.
   - Make posters about alcohol and do a study on it.
   - Do a project on alcohol.
   - Projects and more studies.
   - Made a project about alcohol.

5. If you were to see the films all over again, which one would you want to see first? (check only one)

   Route One 5 The Party's Over 5 Barbara Murray 0

   Like Father, Like Son? 1

6. How much did you learn from the Booklet on alcohol? (check one)

   A Lot 9 Some 2 Nothing 0

7. How much did you enjoy reading the Booklet? (check one)

   A Lot 6 Some 5 Not Very Much 0

8. How hard was it to understand the Booklet? (check one)

   Easy 3 Just Right 4 Sort of Hard 4 Really Hard 0

9. How long is the Booklet? (check one)

Just Right 8 Too Short 3 Too Long 0

10. Did you have difficulty understanding any of the charts or pictures in the Booklet? (check one)

Yes 3 No 8 If you did, which pictures or charts did you have trouble understanding? (describe)

- The one with the two men having a argument and fighting. It is on Page 20.
- The one on where the alcohol goes.
- The one on page 11 because I don't understand what you mean.

11. What did you like the most in the Booklet?

- What it is to drink and what it does to your body.
- The pictures and the saying in under them. The puzzle. I liked everything.
- I liked it where it showed different effect it had on people.
- The pictures with reasons underneath them.
- The novels.
- The alcohol crossword puzzle.
- Where it told about how much alcohol was in a beer a shot of whiskey and a glass of wine.
- The part where it shows you how alcohol goes through your body.
- Like when it told all those thing like what an abstainer is and tells what all the words meant.
- I liked the glossary because it help you know some word and what they mean.
- I liked the crossword puzzle and I liked when it told you about it does to you if you drink.

12. What did you like the least in the Booklet?

- I did not like the crossword puzzle.
- Nothing.
- I liked all of it.

- Think about what you drink about song.
- Nothing.
- I like all of the Booklet.
- I think it was about the same the whole thing through.
- The Introduction.
- I liked just about everything. I think it was a fun book to read.
- I liked it all the same.
- I cannot name one I liked it a lot.

13. Is there anything else you would like the Booklet to tell you about alcohol?

No 8 Yes 3 If yes, what else would you like the Booklet to tell you?

- What is the safest drug and the harmless drug.
- I think you have just about all the information a person needs.
- What makes alcohol a drug.
- One thing tell what a drug is in the beginning of the book.

14. What do you feel the Booklet was saying about drinking alcohol? (check only one answer)

a. That it's all right to have a drink or two 0

b. That it's up to each person to decide whether or not to drink alcohol 11

c. That it's wrong to drink alcohol 0

- Thanks
- All of my answer are truefully

Grade 8

## STUDENT QUESTIONNAIRE

1. Did you feel the number of class periods you spent studying alcohol was: (check one)

   Just Right 24   Too Few 8   Too Many 2

2. Of all the things you did this week, which ones helped you learn the most about alcohol?

   - The booklet.
   - The red book.
   - None of it did because I already knew about drinking.
   - The films that we seen in your class.
   - Well I read a book on alcohol, my teacher Mrs. [redacted] gave us a book on alcohol, so I read the book and it really told me about alcohol. And I don't drink anyway. But I do know not to.
   - I think I learned more on the movies.
   - Films and talking.
   - The films and the booklet we were able to read.
   - The films about Jackson Jr. High.
   - The difference between ethyl and methyl alcohol.
   - The questionnaire.
   - All of them, I think that all of them learned me a lot.
   - Reading of the books, films.
   - The films, questionnaires.
   - The movies, and pamphlet's.
   - Discussing it in class, watching the films.
   - The films helped some but just talking about this helped the most.
   - The talks that we had in class, discussions, the student booklet.
   - When we saw the movies I was very interested in the films they told you why you shouldn't drink alcohol.
   - The movies and the books.
   - Your decision.
   - It's a food.
   - I think what I learned the most about alcohol was the oxidation and other body processes and the proof of liquor. I learned the most through the films.
   - Reading the books (pamphlets).
   - I learned how to treat a hangover, what to eat when you have a hangover.

- The movies.
- Reading the phamplets and the quizzes.
- The films.
- The films we watched in class.
- Booklet.
- The reading, the films.
- The Booklet.
- All of them.
- The Booklet.

3. Of all the things you did this week, which ones did not help you to learn anything about alcohol?

- The films.
- Nothing.
- None--same as above ["None of it did because I already knew about drinking"].
- The interviews that we had to give.
- I was in Kansas City, this weekend. In a funeral so I did not do anything bad.
- I think they all help me learn.
- Reading.
- I feel everything had some part of teaching us something about alcohol.
- First part of the red book.
- That red book.
- The book.
- I think that all of them learned me a lot about alcohol.
- It all helped you learn.
- Some of the booklets.
- Discussions.
- The movies.
- The booklet, I didn't learn very much from it.
- The movies.
- Reading all of them booklets did not tell you much about drinking and the booklet didn't tell you why you shouldn't drink.
- Nothing I can think of.

- About that little skit in the film.
- Some of the worksheets.
- Some of the films.
- I already knew what alcohol can do to you. So it really did not help only just a little.
- I think I learn a little in each thing we did.
- The movies mostly.
- The crossword puzzle.
- The books.
- None of them.
- Surveys.
- The movie--The Party's Over.
- None.
- The films.

4. Are there any other activities you would have liked to engage in besides the ones you did? (check one)

Yes 15 No 18 If yes, what else would you have liked to do?

- Talked to a bartender etc. and asked what types of people and if all the people come into a bar to get drunk etc.
- Met an alcoholic.
- Take some field trips.
- Visit a bar or a brewery.
- Maybe something on chemical analysis of alcohol.
- More and better movies.
- Visit a bar.
- I would of like to talk to some people who drinks a lot and ask them why they drink.
- Experiments that show the effects of alcohol besides just the movies.
- Drugs.
- I would like to learn more about drugs.
- I would of like to went on a field trip and go to one of those Alcoholic meetings.
- Drugs.
- I don't smoke dope anymore because Mrs. [redacted] told I would just messed myself up. So I don't even smoke dope and I never did drink. [From a "No" response]

5. If you were to see the films all over again, which one would you want to see first? (check only one)

Route One 3 The Party's Over 21 Barbara Murray 2

Like Father, Like Son? 2

6. How much did you learn from the Booklet on alcohol? (check one)

A Lot 11 Some 20 Nothing 3

7. How much did you enjoy reading the Booklet? (check one)

A Lot 3 Some 21 Not Very Much 10

8. How hard was it to understand the Booklet? (check one)

Easy 12 Just Right 19 Sort of Hard 3 Really Hard _____

9. How long is the Booklet? (check one)

Just Right 24 Too Short 4 Too Long 5

10. Did you have difficulty understanding any of the charts or pictures in the Booklet? (check one)

Yes 1 No 31 If you did, which pictures or charts did you have trouble understanding? (describe)

[Nothing listed]

11. What did you like the most in the Booklet?

- The part where it showed the different amounts of beer, wine, and hard liquor and how they equaled.
- The schematic drawings.
- Examples.
- The part where it tells how much alcohol is in beer, wine, and whiskey.
- ?
- Nothing special.
- I like the picture that showed you how the alcohol affects you.
- The parts in the book that tells about the movies.
- It tells you the exact fact about what is happening in this situation.

- I like that the book was going along with the films.
- The freedom of choice and how it only told what the facts were not what you should do.
- Showing the amounts of alcohol in different beverages.
- I like what alcohol can do to you.
- The part about what it does to you.
- The ______ of alcohol, and amounts.
- I don't know.
- The way they got the facts and told and showed how much alcohol is in certain alcoholic beverages. And the way they illustrated the route alcohol takes.
- When it showed where the alcohol traveled in the body.
- The different problems the kids faced.
- Everything.
- Not really too much because I really don't like to read thing that I don't believe in.
- Explanations, pictures.
- The articles on teens.
- I don't know.
- I really don't know which one.
- The comic parts.
- Nothing.
- It was easy to understand and read.
- About how the alcohol could take effect on you. So really it would not like to drink anything.
- It explains how much you can drink and still not get drunk.
- Why people drink.
- Nothing.

12. What did you like the least in the Booklet?

- None--because I know about alcohol.
- I like it all.
- It was all very important, or it would not be in the Booklet.
- I didn't like to read it because it told the same things everyone knew.
- The whole thing.
- The really long reading parts cause they got boring.
- I think I like everything about equal.

- I don't know.
- The crossword.
- Long explanations.
- I didn't like it when they said teenagers could not hold their booze.
- The questions.
- Long boring paragraphs.
- Nothing.
- I felt there was nothing I liked the least.
- I don't know.
- It was fine.
- Questionnaire.
- None.
- Can't remember.
- The reading assignment.
- It wasn't nothing.
- The puzzle.
- I didn't like the way the booklet told you about the different ages who tried alcohol.
- Nothing special.
- ?
- Reading it.
- The reading.
- The parts I didn't understand.
- Where the alcohol went in your body.

13. Is there anything else you would like the Booklet to tell you about alcohol?

No 28 Yes 4 If yes, what else would you like the Booklet to tell you?

- Who was the first person to drink alcohol, and who invented drinking alcohol.
- Alcohol does some good but this didn't tell about it.
- What advantages they think alcohol gives teenagers.
- The good thing about alcohol. The history, the father, the prevention.

14. What do you feel the Booklet was saying about drinking alcohol? (check only one answer)

a. That it's all right to have a drink or two 3

b. That it's up to each person to decide whether or not to drink alcohol 26

c. That it's wrong to drink alcohol 2

- Don't drink myself.

## 3.4 Student Pre/Post Quizzes

### BRIDGEWATER, VERMONT

### Grade 5

### PRE/POST QUIZ ON ALCOHOL

1. The average glass of wine (5 ounces) and can of beer (12 ounces) have much less alcohol in them than a "shot" glass (1 ounce) of whiskey. (check one)

   True PRE: 1; POST: 1 False PRE: 5; POST: 6

2. Drinking three or four drinks always has the same effects on a person every time he or she drinks. (check one)

   True PRE: 2; POST: 0 False PRE: 5; POST: 7

3. A small person will usually get drunk faster than a large person if he or she has the same number of drinks. (check one)

   True PRE: 6; POST: 7 False PRE: 0; POST: 0

4. You can usually tell if someone is drunk just by watching him or her for several minutes -- especially if the person gets up and walks around. (check one)

   True PRE: 7; POST: 4 False PRE: 0; POST: 0

5. One good way to sober up is to drink lots of black coffee. (check one)

   True PRE: 7; POST: 4 False PRE: 0; POST: 3

6. A hangover is when a person begins to feel sick after drinking on an empty stomach. (check one)

   True PRE: 3; POST: 7 False PRE: 4; POST: 0

7. An abstainer is someone who drinks only beer or wine. (check one)

   True PRE: 1; POST: 1 False PRE: 5; POST: 6

8. Anyone who drinks too much and then drives a car has a drinking problem. (check one)

   True PRE: 6; POST: 7 False PRE: 0; POST: 0

9. Alcohol is a drug just as heroin, aspirin, and LSD are also drugs. (check one)

   True PRE: 7; POST: 7 False PRE: 0; POST: 0

10. Eating before drinking makes it harder for alcohol to have an effect on someone. (check one)

    True PRE: 5; POST 6 False PRE: 2; POST: 1

11. Drinking alcohol does different things to different people. For example, it makes some people feel good, some people sad, others happy, still others angry. Why does alcohol have different effects on different people?

List all the reasons you can think of.

| | Pretest | Posttest |
|---|---|---|
| Size | 2 | 4 |
| Weight | 1 | 1 |
| How they feel | 1 | 1 |
| Strength of alcohol | 2 | 4 |
| How much they drink | 2 | 4 |
| Age | 1 | 0 |
| Drinking experience | 2 | 3 |
| Eating | 1 | 1 |
| What they do before drinking | 0 | 1 |
| How fast they drink | 0 | 1 |
| Drinker's personality | 0 | 1 |
| Whom you drink with | 0 | 1 |
| Type of blood | 2 | 1 |

BRIDGEWATER, VERMONT

Grade 6
PRE/POST QUIZ ON ALCOHOL

1. The average glass of wine (5 ounces) and can of beer (12 ounces) have much less alcohol in them than a "shot" glass (1 ounce) of whiskey. (check one)

   True PRE: 8; POST: 5 False PRE: 3; POST: 7

2. Drinking three or four drinks always has the same effects on a person every time he or she drinks. (check one)

   True PRE: 3; POST: 0 False PRE: 8; POST: 12

3. A small person will usually get drunk faster than a large person if he or she has the same number of drinks. (check one)

   True PRE: 9; POST: 11 False PRE: 2; POST: 1

4. You can usually tell if someone is drunk just by watching him or her for several minutes -- especially if the person gets up and walks around. (check one)

   True PRE: 11; POST: 12 False PRE: 0; POST: 0

5. One good way to sober up is to drink lots of black coffee. (check one)

   True PRE: 8; POST: 4 False PRE: 3; POST: 8

6. A hangover is when a person begins to feel sick after drinking on an empty stomach. (check one)

   True PRE: 8; POST: 9 False PRE: 3; POST: 3

7. An abstainer is someone who drinks only beer or wine. (check one)

   True PRE: 5; POST: 5 False PRE: 6; POST: 7

8. Anyone who drinks too much and then drives a car has a drinking problem. (check one)

   True PRE: 6; POST: 4 False PRE: 5; POST: 8

9. Alcohol is a drug just as heroin, aspirin, and LSD are also drugs. (check one)

   True PRE: 9; POST: 11 False PRE: 2; POST: 1

10. Eating before drinking makes it harder for alcohol to have an effect on someone. (check one)

    True PRE: 5; POST: 11 False PRE: 6; POST: 1

11. Drinking alcohol does different things to different people. For example, it makes some people feel good, some people sad, others happy, still others angry. Why does alcohol have different effects on different people?

List all the reasons you can think of.

| | Pretest | Posttest |
|---|---|---|
| Mood before drinking | 1 | 0 |
| Kind of drink | 3 | 6 |
| Weight | 1 | 5 |
| Amount drunk | 4 | 5 |
| Prior eating | 2 | 2 |
| Drinking experience | 1 | 2 |

DES MOINES, IOWA

Grade 8

## PRE/POST QUIZ ON ALCOHOL

1. The average glass of wine (5 ounces) and can of beer (12 ounces) have much less alcohol in them than a "shot" glass (1 ounce) of whiskey.

   True PRE: 53; POST: 25 False PRE: 18; POST: 22

2. Drinking three or four drinks always has the same effects on a person every time he or she drinks. (check one)

   True PRE: 8; POST: 8 False PRE: 63; POST: 40

3. A small person will usually get drunk faster than a large person if he or she has the same number of drinks. (check one)

   True PRE: 25; POST: 30 False PRE: 45; POST: 17

4. You can usually tell if someone is drunk just by watching him or her for several minutes -- especially if the person gets up and walks around. (check one)

   True PRE: 47; POST: 42 False PRE: 22; POST: 6

5. One good way to sober up is to drink lots of black coffee. (check one)

   True PRE: 48; POST: 16 False PRE: 21; POST: 32

6. A hangover is when a person begins to feel sick after drinking on an empty stomach. (check one)

   True PRE: 40; POST: 32 False PRE: 30; POST: 16

7. An abstainer is someone who drinks only beer or wine. (check one)

   True PRE: 26; POST: 6 False PRE: 39; POST: 41

8. Anyone who drinks too much and then drives a car has a drinking problem. (check one)

   True PRE: 42; POST: 36 False PRE: 28; POST: 10

9. Alcohol is a drug just as heroin, aspirin, and LSD are also drugs. (check one)

   True PRE: 61; POST: 44 False PRE: 9; POST: 2

10. Eating before drinking makes it harder for alcohol to have an effect on someone. (check one)

True PRE: 43; POST: 37 False PRE: 25; POST: 7

11. Drinking alcohol does different things to different people. For example, it makes some people feel good, some people sad, others happy, still others angry. Why does alcohol have different effects on different people?

List all the reasons you can think of.

| | Pretest | Posttest |
|---|---|---|
| Personality | 23 | 7 |
| Drinking experience | 8 | 15 |
| Mood before drinking | 18 | 18 |
| Amount drunk | 6 | 25 |
| Reasons for drinking | 8 | 4 |
| Drinking atmosphere | 6 | 4 |
| Kind of drink | 2 | 12 |
| Age | 1 | 17 |
| Prior eating | 0 | 10 |
| Attitude toward drinking/ expectations | 3 | 7 |
| Control of body | 1 | 0 |
| Length of time drinking | 2 | 9 |
| Body system and size | 26 | 33 |

# Appendix Four

## Consultants' Review Comments on DIAL A-L-C-O-H-O-L Teacher Manual and Student Booklet First Drafts

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Mr. Michael Neben
Senior Program Officer for Technology
U.S. Office of Education
Division of Educational Technology
400 Maryland Avenue, S.W., Room 2029
Washington, D.C. 20202

Re: Consultant Review of Dial A-L-C-O-H-O-L
teacher and student materials

Dear Mike:

Attached are the consultant review comments for the Dial A-L-C-O-H-O-L Teacher Manual and Student Booklet. The consultants made many specific suggestions for revisions which we recorded in our draft copies of the materials for later consideration. By and large, these minor recommendations have not been noted in the attached report: they were too numerous. The materials were reviewed by the following twelve consultants:

Alcohol Specialists

Gerald Globetti, Ph.D.
Wallace Mandell, Ph.D.
Robert Russell, Ph.D.

Students

Damion Capobianco, suburban Mass. 10th Grade
Glory Galindo, inner city, San Diego, 11th Grade
Sharon Zaslow, suburban, Mass. 10th Grade

Teachers

Donald Bockler, suburban, Mass.
Bernard Calderon, inner city, San Diego
Dennis Nunberg, rural, North Dakota

School Administrator

James Fox, Ph.D., inner city, St. Louis

Parents

Mickey Fratto, urban, Mass.
Diane Haessler, suburban, Mass.

We have no comments from Dr. Mandell on the Student Booklet. After going over his comments on the Teacher Manual and moving on to the Student Booklet, he indicated he hadn't read the booklet and added, "I've reviewed this stuff so many times I could puke." We terminated the conversation at that point.

Richard Spoonster, in charge of the National PTA's Alcohol Education Project, graciously reviewed the materials for us gratis once again. He thought they were excellent. His only other comments were to suggest that we distinguish in the Student Booklet between blackouts and passing out and that we list the PTA in the Resources sections of both the Teacher Manual and Student Booklet.

There were no major issues or problems singled out by a majority of consultants. There were, however, many specific useful comments and suggestions for revisions, many of which we have included in the second drafts.

The three teachers who reviewed the materials all requested the inclusion of two charts in the Drinking and Driving Section of the Teacher Manual - one displaying blood alcohol content (number of drinks consumed at various weights) and another illustrating automobile braking reaction time before and after drinking. The first chart has been added to the second draft; the second will be included once we have located the data in one of the many packed boxes that sit in our new office.

One comment we feel worth emphasizing was made by our teacher-reviewer from San Diego. He asked if the Student Booklet would be available in Spanish as well as English. This would seem like a worthwhile task to keep in mind for any available funds.

If you have questions concerning the comments made by the consultants or the subsequent revisions made to the Manual and Booklet, do not hesitate to call.

Sincerely,

Peter

Peter Finn
Project Director

CC: J. Lawson
P. Wolff
W. Knox
D. Ericson

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# Alcohol Specialists

Gerald Globetti, Ph.D.

Wallace Mandell, Ph.D.

Robert Russell, Ph.D.

## A. Teacher Manual

1. Are any of the activities educationally unsound in any way? For example, are they inappropriate for grades 9 through 12? Are they not motivating? Would they result in no significant learning among students? Would teachers be unable to implement them effectively or easily?

Globetti: ● None is educationally unsound. He was concerned with saying it would take 14-28 classes to implement the unit. He thought this might scare some teachers away from using the material.

- Page 10: He suggested adding to Activity 8 under job qualifications, "personal drinking behavior".

Russell: He feels role playing is a difficult teaching method for many teachers but suggested leaving it in nonetheless.

Mandel: ● Breaking kids into small groups to discuss various issues and problems may lead only to the reinforcement of wrong information and misconceptions about alcohol. This is a problem common to drug and sex education as well as alcohol education. Bringing the groups together to discuss their findings does help, but it also may be too late.

- Page 32, Activity #7. This is a good activity and one that may lead to a very valuable learning experience for many students. However, we should warn the teacher that students may become so involved in this activity that they cry, reveal personal and upsetting information. Some kind of action may be required on the part of the teacher in the form of simple consolation or aiding the student in obtaining professional guidance.

2. Do any of the activities convey or imply inaccurate, biased or otherwise inappropriate attitudes or information about alcohol?

Globetti: No

Russell: No

Mandel: The activities associated with "In the Beginning" may well offend and "outrage" sincere, fundamentalist groups because we include religious influences on drinking as a sociological variable.

3. From your reading of the film scripts, are there points from the films which we should highlight that we have not already mentioned in Chapter II, ACTIVITIES?

Globetti: No

Russell: No

4. Are there any pre-view or follow-up activities which teachers might like to use in addition to those we have already suggested?

Globetti: He suggested we add DiCicco's attitude scale as a pre-view or follow-up activity.

Russell: "In the Beginning," Activity #6: Add role profiles describing a similar situation to that of Tina and her mother.

5. Does the section on Drinking and Driving (pages 48-51) contain any misleading information or inaccuracies? If so, what are they?

Globetti: Page 51: Explain why the DWI laws in most states are so lenient.

Russell: No

Mandel: The essence of this section is that adults can cope with alcohol and drive, teenagers cannot. This comes across as a challenge to many kids. Teachers should be alerted to this possibility and an open discussion of adult/teenage driving and alcohol should be encouraged.

## B. Student Booklet

6. In general, would students in grades 9 through 12 want to read the Student Booklet?

Globetti: Yes. Kids consistently ask him for "good" literature that is not textbookish.

Answers to Question 6, continued

Russell: Probably. The illustrations add greatly to the Booklet's appeal.

7. Is the Booklet written appropriately for grades 9 through 12 in terms of conceptual difficulty and reading level?

Globetti: Yes

Russell: Yes. However, those students who read considerably below average may have difficulty. It does, however, read easier than a textbook.

8. Are there specific parts of the Booklet you feel we should omit or abbreviate?

Globetti: No

Russell: No

9. Are there any issues which we have not addressed in the Student Booklet which you feel we should include?

Globetti: Add to Chapter V a discussion of problem drinking among teenagers.

Russell: ● Page 11, add to #2, Inhibitions, examples of some positive feelings that can be released by drinking alcohol.

10. Is the information provided in the Student Booklet accurate and unbiased?

Globetti: Yes

Russell: ● Page 26: Many alcoholics are successfully able to control some drinking, as we note later on ourselves.

## C. Spirit Masters

11. Should any of the spirit masters we propose to develop be discarded because they are educationally unsound or teachers would be unlikely to use them in conjunction with the films?

Globetti: No

Russell: Spirit Master #2a: although the idea is good, it is rather complex and could be difficult to implement.

12. Are there additional spirit masters we should develop which teachers might want to use when showing the films to their students?

Globetti: Consider adding questions to already developed questionnaire - Spirit Master #3 - on sources of alcohol information - how kids and adults learn about drinking.

Russell: No

## D. General Questions

13. Are there any activities which might make school administrators reluctant to authorize use of the films in their schools?

Globetti: No, but there may be some objections from the South where fundamentalist beliefs are strong.

Russell: "Legend of Paulie Green": Activities 7 and 8

14. Are there any activities which you feel these materials should provide or address which would make school administrators more comfortable allowing their teachers to use the films?

Globetti: No

Answers to Questions 14, continued

Russell: He mentioned the addition of activities which are more condemnatory of drinking. However, Russell would not personally like to see such activities included in the Manual.

15. Are there any activities or parts of the Student Booklet which might upset or offend members of the community -- especially parents?

Globetti: Yes. Some people may see it as a "drinking" manual. However, he can see no way of avoiding this problem.

Russell: Yes, because of the lack of a condemnatory approach to alcohol, but the approach used is educationally sound.

## Students

Damion Capobianco, suburban, 10th grade

Glory Galindo, inner city, 11th grade

Sharon Zaslaw, suburban, 10th grade

## Questions on the Student Booklet

1. Suppose your teacher gave you this booklet to keep. Would you want to read it?

   Capobianco: Yes

   Galindo: Probably wouldn't read it unless assigned by a teacher

   Zaslaw: Yes

2. If you would not want to read it, why not?

   Galindo: The Booklet does not appear interesting enough to find the time to read it

3. What parts of the Booklet, if any, did you like?

   Capobianco:
   - Alcohol's Effects on the Mind and Body - particularly the passage of alcohol through the body
   - Problem Drinking and Alcoholism

   Galindo: There was nothing she particularly liked more than anything else

   Zaslaw: Sharon liked the whole Booklet but particularly the chapter on Alcohol's Effects and the section on how alcohol affects different people in different ways

4. What parts of the booklet, if any, did you not like?

   Capobianco: Damion did not like the point made by the Booklet that "people drink to get drunk rather than for the taste."

   Galindo: No

   Zaslaw: She thought that many kids would be "turned off" by the section on teenage drinking and driving because it singles them out as being poorer drivers than adults who drink. She also felt kids do not drink to impress but rather for the taste or to "open up" and be less inhibited.

5. Did you feel you learned anything new about drinking and alcohol?

   Capobianco: Yes

Answers to Question 5, continued

Galindo: Yes

Zaslaw: Yes

6. If you did learn something new, what did you learn?

Capobianco:
- The effects of alcohol on the body
- Myths about hangover cures

Galindo:
- The effects of alcohol on the body
- When a person cooks with alcohol the alcohol evaporates
- Relationship between number of drinks consumed, a person's weight and the resulting effects

Zaslaw:
- The effects of alcohol on the body
- Problem Drinking and Alcoholism; Sharon especially liked the questionnaire at the beginning of this chapter and asked that other polls be inserted into other chapters in the Booklet.

7. Is there anything about alcohol the booklet didn't talk about that you would like to have learned?

Capobianco: No

Galindo: No

Zaslaw: Sharon would like to have known how the police view kids and drinking and what actually takes place if you are picked up by the police for drinking illegally or drinking and driving.

8. Did you find the booklet easy or hard to read?

Capobianco: Damion found the Booklet easy to read and understand.

Galindo: Glory also found the Booklet easy to read. There were, however, a few sentences that were confusing to her.

Zaslaw: Like the other two students Sharon found the Booklet not difficult to read or understand. She liked its style and thought the illustrations made it more interesting.

9. Were there some parts of the booklet you could not understand?

Capobianco: No

Galindo: There were three sentences she had trouble understanding.

Zaslaw: The section on Blood Alcohol Content was unclear to her.

10. Were there any words you did not understand? Which ones?

Capobianco: Skid Row

Galindo: Connoisseur and Skid Row

Zaslaw: No

11. Do you feel there are enough pictures in the booklet, not enough pictures, or too many pictures?

Capobianco: Damion liked the pictures very much and felt there were enough of them.

Galindo: Glory likes books with a lot of pictures so she would like to see more added. She enjoyed the illustrations that appear in the Booklet and was able to understand them easily.

Zaslaw: Sharon thought there were enough pictures in the Booklet.

12. Other Comments:

What do you feel the Booklet was saying about drinking alcohol?

a. that it's all right to have a drink or two;

b. that it's up to each person to decide whether or not to drink alcohol;

c. that it's wrong to drink alcohol.

Capobianco: Damion felt the Booklet took a neutral stand on alcohol saying (b) that it's up to each person to decide what to do about alcohol

Galindo: Glory felt that the Booklet implied each person must decide for him or herself when it came to drinking or not drinking.

Zaslaw: Sharon felt similarly to Damion that the Booklet took a neutral position on alcohol and was not telling kids what to do or not do.

## Teachers

Donald Bockler: suburban

Bernard Calderon: inner city

Dennis Nunberg: rural

## A. Teacher Manual

1. Are there any pre-viewing or follow-up activities you can think of which you might like to use in addition to those we have already listed in Chapter II, ACTIVITIES?

   Bockler:

   "Hotline"

   a. An experiment demonstrating the biological/psychological effects of alcohol. For example, weight gain, tolerance, alcohol when used with other drugs. Under a microscope observe the effects of alcohol and other drugs on small living organisms.

   b. Play some popular songs that deal in some way with alcohol or drinking. Discuss what they are saying, their impact, etc.

   "In the Beginning"

   a. Set up a fermentation lab (make wine).

   b. Discuss: Is it harmful to have symbolic drinks at a wedding?

   "Al's Garage"

   Ask a police officer or fire fighter to come to class to demonstrate balloon test and BAC.

   Calderon: No

   Nunberg: He suggested adding an activity at the beginning of the unit in which a questionnaire is passed out which points out to the students that their lives are affected in some way, directly or indirectly, by alcohol.

2. From your reading of the film scripts, are there any points from the films which we should highlight that we have not already mentioned in Chapter II, ACTIVITIES?

   Bockler: Place more emphasis on scientific facts. He would like to see the addition of a medical fact sheet which would explain/define the effects of drinking different kinds of alcohol.

   Calderon: No

   Nunberg: No

3. Are any of the pre-viewing or follow-up activities ones which you would be unlikely to use?

Bockler: He would be unlikely to use Activity #5 from "Hotline" as well as Preview Activity #1 from "In the Beginning," the latter because he felt kids would be hesitant to talk openly in the classroom about their drinking behavior. Follow-up Activity #7 from "Paulie Green" is the one activity in the Manual that Bockler would be most likely not to use. He thought it would be very difficult for students to effectively participate in it because they lack experience in drinking as well as in the technique of group therapy.

Calderon: No

Nunberg: Hotline activities #2 and #7.

4. We have probably included too many activities. If we had to eliminate some, which ones would you suggest we omit?

Bockler: "In the Beginning" Follow-up Activity #7 could be dropped. If it is not, Bockler would like to see the first bulleted point reworded in a more open-ended fashion. Also, he thought Activity #8 could possibly be dropped. Again, if it were not dropped he suggested adding a seventh person to the group participating in the role play situation making it more difficult to arrive at a group consensus. For example, add a college student who has to drive to the next town to drink and worries about his safety driving home.

Activity #7 from "Paulie Green" could also be dropped (see notes in #3 above).

Calderon: He would not want to see any activities eliminated because the large number of activities offered in the Manual is one of its best features. It allows teachers to choose activities that are suitable for different types and levels of students.

Nunberg: "In the Beginning" Activity #8, and "Al's Garage," Activity #6, (because issues are discussed in the Student Booklet).

5. Does the section on Drinking and Driving (pages 48-51) provide you with enough information to teach about drinking and driving? If not, what additional information would you like?

Bockler:

a. He would like to see the addition of a BAC chart of graph. This chart should make it easier for a teacher to discuss drinking and driving.

Answers to Question 5, continued

b. A chart displaying automobile braking times at various speeds and under various conditions.

c. Schematic diagram of a BAC machine.

Calderon: Generally, yes, but he would like to see the addition of a chart that displayed body reaction times with and without alcohol, how coordination is affected, and so forth.

Also he suggested informing teachers where they can learn about state laws regarding driving and alcohol.

Calderon would not spend much time on drinking and driving. He feels it is adequately covered in driver education. He would rather devote his class time to values clarification.

Nunberg: • Page 48, define a "drink" (½ ounce of actual alcohol).

• Include a chart which correlates weight, number of drinks, and BAC.

• Provide statistics on what the increased automobile braking time would be after a certain number of drinks. This will "prove" that alcohol does slow reaction time.

• Discuss how alcohol releases emotions which make kids become "show-offish" when they drive.

## General Comments on Teacher Manual

Bockler: • Role play directions need clarification

• "Hotline" Activity #8 needs clarification.

• Add to "Hotline" activities questions on "Why is Paulie hassling the Hotline volunteers?" "Does he have a problem?"

• Consider tying the Student Booklet more closely to the films and Teacher Manual by suggesting reading assignments.

• Page 5: Consider taking out the suggested number of class periods for conducting an alcohol education unit. It is unrealistic and threatening.

- Page 9: Add to discussion points: "If alcohol is harmful, why is it allowed to be sold and advertised?"

- Page 16: Change the age of the son/daughter in the role profile.

- Do any of the hangover "cures" have any basis? If so, elaborate on this in Manual.

Calderon: • He was very pleased with the format of the Manual. He found it easy to use and quite flexible.

- He thought the activities offered were excellent and coordinated well with the films. He also felt they allowed for creativity on the part of the teacher and were adaptable to a wide range of students.

- Page 5: Calderon thought we should shift the emphasis away from "X class period to effectively run an alcohol unit" to "the best implementation of this program is in X periods but if you don't have that much time, an effective unit can still be carried out in 3 or 4 periods."

- He was also very impressed with the resources, finding them helpful.

- He felt the entire program was dependent on the films. Although he thought our materials were terrific, if the films appear to be "white middle class" we may as well "forget it."

## B. Student Booklet

6. In general, would students in grades nine through twelve want to read the Student Booklet?

Bockler: Yes

Calderon: Probably

Nunberg: Yes

7. Is the Booklet written appropriately for grades nine through twelve in terms of conceptual difficulty and reading level?

Bockler: Yes

Answers to Question 7, continued

Calderon: • He thought some students may have difficulty with some words -- especially "connoiseur" and "skid row."

• When certain words are defined in the text ("compensate or make up for") they should be defined every time they appear. Students may not have read the section of the Booklet which initially defined the word.

• Chapter II, Enjoyment of Drinking, should be formatted like the other sections in the Booklet: main ideas underlined, key words, topic headings, and paragraph or section ideas highlighted. This makes for easier reading and increases comprehension.

Nunberg: Yes

8. Are there specific parts of the Booklet which you feel we should omit or abbreviate?

Bockler: No

Calderon: • The BAC wheel should appear on heavier paper stock, in plastic, or on a spirit master to be run off on cardboard.

• Calderon thought the illustrations were quite good.

• Calderon asked if the Booklet were going to be available in Spanish. He thought for it to be fully successful it should be translated.

Nunberg: If the Booklet had to be reduced, Nunberg suggested cutting out the section on The Enjoyment of Drinking. He was also concerned with the section on experienced drinkers and drivers, some of whom are able to compensate for the effects of moderate amounts of alcohol. He felt some students might delude themselves about the extent to which they can compensate.

9. Is there information about alcohol which we have not included in the Booklet which you feel students should read in order to understand the films?

Bockler: No

Calderon: • Economic costs of drinking and loss of freedom associated with drinking.

Answers to Question 9, continued

Nunberg: No, but he suggested indicating on the body diagram chart what alcohol does to the brain.

## General Comments on the Student Booklet

Bockler: • Page 9 - the human body. The tendency is to read the diagram backwards (6-1) because of the way it is set up. [Note: When asked if this were a problem, other reviewers disagreed with Bockler.]

• Bockler liked the graphics. He thought they added a great deal to the Booklet.

## C. Spirit Masters

10. Are there any Spirit Masters which you would be unlikely to use? Which ones?

Bockler: 2A would be a Spirit Master he would probably not use. Number 4 he would not use as a role play but might consider using as a discussion starter.

Calderon: He thought the Spirit Masters were a useful and time saving addition to the Manual. He liked the "fact" questions very much.

Nunberg: No

11. Are there additional Spirit Masters we should develop which you might want to use when showing the films to your students?

Bockler: He suggested taking the BAC wheel out of the Student Booklet and putting it on a Spirit Master to be run off on manilla sheets.

Nunberg: Add introductory questionnaire mentioned in his response to question #1.

## School Administrator

### James Fox: Inner City

## A. Teacher Manual

1. Are there any activities in the Manual which would make you reluctant to authorize its use in your school?

   Fox: No

3. Are there any activities which you feel the Manual should provide which would make you more comfortable having your teachers show the films?

   Fox: No. However, teachers should be given more and better directions to implement the activities (see General Comments below).

3. Are there any activities in the Manual which you feel would upset or offend members of your community -- particularly parents?

   Fox: No, but parents should be made aware of the program before it is implemented. Fox thought we should consider mentioning this point in the Manual.

4. Are there any pre-viewing or follow-up activities in Chapter II, ACTIVITIES, which you feel it would be inappropriate for your teachers to use?

   Fox: No, but not all teachers would be able to beneficially implement many of the activities without more detailed directions.

5. Are there any pre-viewing or follow-up activities which we have not suggested which you feel should be included in Chapter II?

   Fox: No

### General Comments on the Teacher Manual

Fox: • Fox felt that the strongest part of the Manual was the value clarification/dilemma activities. However he thought teachers needed more and clearer directions on how to implement those kinds of activities. For example, Page 33, "Legend of Paulie Green" Activity 9 is "a terrific activity" but the teacher needs more guidance for implementing it.

- Fox felt the weakest part of the Manual lay in the fact we do not warn the teacher about the "hokey" parts of the films nor do we suggest ways to deal with them. For example, he felt the film "In the Beginning" was very unrealistic, especially those parts concerning Tina, and Pete and Liza's hotline wedding. The teacher should be advised and instructed to work through to the issues that underlie the films rather than working with the films at face value. Page 14, third bullet, "Do you think this was a good compromise or a 'cop-out'?" The teacher should be advised to get to the reality of the situation and discuss the wedding as a "cop-out" (the scene could not be seen as anything else).

- Teaching About Alcohol - Dr. Fox thought this section should be moved closer to the front of the Manual. He felt it did not do the teacher much good coming after the activities section.

- Page 39, second bullet: Turn this into a question: "Do you think teenagers drink because they see it as a sign of maturity?"

- The resources are "great." Make sure they are still in print and readily available.

## B. Student Booklet

6. Are there any topics included in the Student Booklet which would make you reluctant to authorize its use in your school?

Fox: No

7. Are there any topics in the Student Booklet which you feel would upset or offend members of your community -- particularly parents?

Fox: No, as long as they have been informed of the program, there should be no problem.

8. Is there information or are there issues which you feel the Student Booklet should provide or address which would make you more comfortable having your students reading it?

Fox: No

9. Is there information or are there issues which you feel the Booklet should provide or address which would make parents feel positively toward its use by their children?

Fox: No

## General Comments on the Student Booklet

- The Booklet provides excellent factual information. It is also easy to read and understand.

- Alcohol is very much a part of the social life of high school students. Parents are well aware of this. However, an alcohol education program in the schools could well scare them because it puts alcohol "out in the open," and they would rather not see it mentioned at all. Parents must be told that their children need to know the facts about alcohol and drinking in order to cope with it successfully.

- Consider including information on teenage alcoholism and the amount of productive time people lose to alcohol.

# Parents

Mickey Fratto

Diane Haessler

## A. Teacher Manual

1. Are there any activities in the Manual which upset or offend you in the way they treat alcohol issues?

   Fratto: No

   Haessler: No

2. Are there any activities in Chapter II, ACTIVITIES, which you feel you would not want your children to participate in?

   Fratto: No

   Haessler: No

3. Are there any activities which we have not suggested which you feel you would want your children to participate in?

   Fratto: Invite an AA member to school as a guest speaker.

   Haessler: If possible, student attendance at an Alanon or Alateen meeting.

## B. Student Booklet

4. Are there any topics in the Student Booklet which you would not want your children to read about?

   Fratto: No

   Haessler: No

5. Are there issues or information about alcohol which have not been listed in the Booklet which you would want your children to read about?

   Fratto: No

Answers to Question 5, continued

Haessler: ● More emphasis on the effects of alcohol taken in combination with other drugs, especially doctor-prescribed and over-the-counter drugs.

● Alcohol and sex

## General Comments

Fratto: ● Mrs. Fratto and her children particularly enjoyed reading the Student Booklet. They all found it very informative. The children especially like the glossary and the diagram of the body.

● She thought the BAC was most useful and hoped it would be available in plastic or at the very least printed on heavier stock paper.

● Observing her children with the Booklet, she felt it was very easy to read and understand. She also liked the Resources section at the back.

● Mrs. Fratto also mentioned that this would be a terrific parent/family booklet. She enjoyed it immensely, learned from it, and it helped her discuss alcohol with her children because it gave them common ground to talk from.

Haessler: ● She particularly liked the inclusion of the Chapter in The Student Booklet on "The Enjoyment of Drinking."

● She objected to the use of poor grammar in the scripts. She felt that films can be produced which kids are able to relate to and still use grammatical English.

● Mrs. Haessler was unsure whether kids could relate to the characters or situations in the films. Both seemed poorly thought out and developed. She especially did not like "In the Beginning", finding it extremely unrealistic.

● She also thought the Bibliography "looked" old. If the information in some of those resources is the best or most relevant to date we might want to state that.

# Appendix Five

## Pilot Test Report on DIAL A-L-C-O-H-O-L
## Teacher Manual, Student Booklet, and Spirit Masters Second Drafts

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# I. INTRODUCTION

## 1.1 Contents

This report describes the results of the pilot tests of the Teacher Manual, Student Booklet and Spirit Masters designed to accompany the film series DIAL A-L-C-O-H-O-L.

The report is divided into three chapters. The first chapter describes the contents of the report and outlines the major findings of the field tests by site, Arlington, Massachusetts, and San Diego, California. The second chapter presents the results of the test in the two sites. The third chapter contains the completed Teacher and Observer Questionnaires and the tabulated results of the Student Questionnaire and Pre/Post Quiz.

## 1.2 Overview of Results

The pilot tests were designed to accomplish two goals: to determine whether the written materials could be easily implemented by teachers and used by students and to assess the extent to which their use with the films increased students' knowledge about alcohol.

Implementation. Both field tests were successful in terms of demonstrating that all the materials - Teacher Manual, Student Booklet, and Spirit Masters - were easy to use in conjunction with the films. Students in all four classes appeared to find the films particularly enlightening and the Student Booklet enjoyable and informative.

Learning. As with the Jackson Junior High field test, the DIAL A-L-C-O-H-O-L test was unable to indicate conclusively how much the Teacher Manual and Student Booklet, as opposed to the films, contributed to the students' learning about alcohol. It can be said, however, that the unit as a whole--the student materials, teaching strategies and films--did result in student learning. This conclusion is supported by the results of the pre/post tests and the evaluations of the teachers and Abt observers.

# II. Results

## 2.1 Background

*Arlington*. Arlington, Massachusetts is a large middle-class town on the outskirts of Boston. Its high school has 2,700 students, the vast majority of whom are lower-middle-class and middle-class whites.

[redacted] a science teacher with eleven years' teaching experience at the high school level, tested the curriculum in two of his classes, one a ninth-grade college preparatory earth science course containing 22 students, and the other a non-college bound physiology course of 16 tenth-grade students--all of whom, oddly enough, were girls. Mr. Bockler tested the materials in both classes for five 45-minute periods over the course of a week.

Mr. [redacted] implemented a number of varied and innovative activities in both classes including role plays and small group discussions. Although Mr. [redacted] encountered some difficulties teaching the unit, his ninth graders were consistently interested in learning about alcohol and discussing associated issues and problems for the entirety of the unit. On the other hand, the attention of some of the tenth-grade students occasionally wandered.

[redacted] tested the materials in a high school in San Diego, located about twenty miles south of the city itself and not far from the Mexican border. The students were about evenly divided among blacks, whites, and Mexican-Americans and were living in a lower-middle class and middle-class community.

Mrs. [redacted] is an experienced health education teacher and athletic coach. She had never taught much about alcohol before but had no difficulty teaching the unit or maintaining the interest of the students in her two tenth-grade health education classes over the course of a full week of classes.

Mrs. [redacted] used a variety of activities, but her staple was the classroom discussion approach.

## 2.2 Specific Results

### 2.2.1 Goals

*Implementation*. The Arlington and San Diego field tests indicated that the materials can be easily used by the average high school teacher. Although there were a few problems with specific activities that employed innovative teaching methods, such as role plays, this is a situation that can be corrected only by teacher training or practice. The tests did indicate, however, the need to make sure the teacher instructions in the Teacher Manual are as clear and detailed as possible to avoid confusion on the part of the teacher about how to proceed.

One other teaching problem occurred in both sites. The films, themselves, are slightly too long to be used effectively in the average high school classroom period (45 minutes). At 30 minutes each, there is very little time for any kind of preliminary or follow-up discussion. This presents problems for the teacher who wants to introduce a film properly and at its conclusion review its highlights. It also frustrates the interested student who must wait until the next class period to comment on the film or ask questions. Both Mr. [redacted] and Mrs. [redacted] found the films' length to be a problem and were somewhat handicapped by it in terms of having enough time to implement the activities in the Teacher Manual. We plan to resolve this dilemma in part by forewarning the teacher of the problem in the Teacher Manual introduction and giving suggestions for coping with it.

The Student Booklet presented no problems to most of the students who read it. A majority of students in both sites indicated its reading level was appropriate and its length "just right." Most claimed to have learned "a lot" or "some" from it and to have enjoyed reading it.

Mr. [redacted] and Mrs. [redacted] used a number of spirit masters. These teaching aids appeared to enhance the activities and the unit in general.

Learning. Data on student learning as a result of the tests consists of the answers to the Student Pre/Post Quiz, the student responses on the Student Questionnaire, and the observations of the teachers and observers.

In both Arlington and San Diego the results of the Pre/Post Quiz were very positive. On all but two questions in both sites there was an increase in knowledge. Curiously, Question 9 gave students some trouble in both sites and a few changed their pretest responses to incorrect answers on the posttest. Question 4, unfortunately, indicated that students in both Arlington and San Diego paid more attention to the film Hotline than to their teachers. In this case the film imparted misinformation on the effects of hangovers* which obviously was remembered and stated as correct by more students on the posttest than on the pretest despite teacher efforts to correct the inaccuracy. However, overall student knowledge about alcohol as measured by the Pre/Post tests appeared to increase.

The positive results of the Pre/Post test were borne out in both sites in a more subjective manner by student responses to the Student Questionnaire and by the evaluations of the teachers and observers. Students indicated they had learned some if not a great deal from the unit and both observers and teachers felt student learning had occurred. As in the JACKSON JUNIOR HIGH field test, the observers felt that both teachers at times did not reinforce strongly enough, if at all, some of the information presented in the films and Booklet.

---

*The film erroneously claims hangovers occur because of too much alcohol still circulating in the blood.

### 2.2.2 Materials

Teacher Manual. Mr. [redacted] Mrs. [redacted] and the two Abt observers agreed that the Teacher Manual did not need major revision. However, the need for the following minor revisions was indicated by the two field tests:

1. Teacher instructions for all role play activities must be made more detailed.

2. Activity #9 of In the Beginning might be more successful if it is suggested that at least initially the teacher take on the role of the moderator. This would provide the activity with more structure.

3. The term "social pressure" which is used in some activities should be defined (e.g., advertising).

4. The teacher should be informed of the best way to develop a curriculum unit given the length of the films vis-a-vis the length of the typical senior high school class period.

5. More stress must be placed on the fact that hangovers occur after the alcohol has left the bloodstream. According the the Arlington and San Diego posttest results, students believed (as they were told by the film Hotline) that hangovers occur because alcohol is still present in the bloodstream.

6. Stress also needs to be placed on the fact that one beer = one glass of wine = one drink. Students seem to believe that mixed drinks are always stronger than beer, so beer must be less intoxicating.

7. Most students answered the question on the Spirit Master which asked them to describe an effect of alcohol with a negative effect. The activity that involves using this Spirit Master should warn the teacher that this may occur and, if it does, to discuss with the class why few students wrote down the benefits many people derive from drinking.

### 2.2.3 Student Booklet

The students in Arlington and San Diego were given the Student Booklet as required reading. Most appeared to read it with some enjoyment. More than half of the students in Arlington and more than forty percent in San Diego said they learned a lot from it. Most students thought it was neither too easy nor too hard to understand and most felt its length was "just right." There was no consensus among the students on any one thing which they felt should be eliminated from or added to the Booklet.

### 2.2.4 Spirit Masters

Mr. [redacted] used five spirit masters, although only two of them proved to be useful to him and his students. One of the problems to be encountered trying to use them was the lack of class time to discuss them. In this one case their overall usefulness was not striking, but with more time or in the hands of another teacher these spirit masters could be very effective. Their utility was demonstrated in San Diego, where Mrs. [redacted] used three of them and, in the case of #1 and #4, quite effectively.

# III. COMPLETED SURVEY INSTRUMENTS

## 3.1 Teacher Questionnaires

TEACHER QUESTIONNAIRE
San Diego, California

Name Mrs. [redacted]

Grade Level 10

Subject Health & Safety

A. THE TEACHER MANUAL

1. Were the instructions for using the Teacher Manual clear and easy to follow?

Very Easy X   A Little Difficult ______   Difficult ______

If they were a little difficult or difficult to follow, what parts were confusing or inadequate?

Easy to use!

(use back of page if you need more space)

2. Did you have any teaching problems which the Teacher Manual did not address?

Yes ______   No X

If yes, what were these problems?

3. Did the manual provide you with enough factual information about alcohol (its effects, alcoholism, etc.) to use the films and activities effectively?

Yes X   No ______

More than enough for my time period.

If not, what additional facts about alcohol would you have wanted?

4. In general, were the activities detailed enough for you to use easily?

Yes X No ____

5. In general, were the activities too detailed -- did they provide you with more teaching instructions than you really needed or wanted?

Yes ____ No X they were sufficient

6. Were the classroom activities appropriate to the interests and background of your students?

Completely ____ Mostly X Not Very ____ Not At All ____

7. Did any of the activities you used fail to stimulate any student learning?

Yes ____ No X

If yes, which activities failed to stimulate any learning? (Specify film and activity number.)

Role-play wasn't real successful. Time was short and my students are slow to get involved with each other in interpersonal relationships.

8. Did you use any of the Spirit Masters?

Yes X No ____

If not, why didn't you?

Time did not permit us to use them all but we did use at least 3.

9. If you did use one or more Spirit Masters, did you find them useful?

Very Useful X Somewhat Useful_____ Not Useful_____

If any were ineffective, which ones were they (give the number) and why were they ineffective?

Students didn't like the pre-activities in Spirit Masters. They didn't like to answer questions (cold) before the information was presented to them. Such as #4 in particular on Drinking and Driving Questionnaire - They were guessing the answers but the film later discussed most of the information.

10. Were there any other materials which you would have like to have had on Spirit Masters?

Yes X No_____

If yes, what other materials would you have wanted on Spirit Masters?

Open-ended questions about the films that students can answer as they watch or immediately after would be good and would stimulate the students to think about what they are seeing--get involved in it.

11. If you were to use these films with another class, would you want to use some of the activities from the Teacher Manual again as preview, highlight, or follow-up activities?

Definitely_____ Probably X No_____

If you would not use any of them again, why not?

I would want to tailor them to fit the individual class. as I did even the first time around. With two classes we did similar activities but sometimes in different ways.

## B. THE STUDENT BOOKLET

12. In general, did your students seem to enjoy reading the Student Booklet?

A Great Deal __X__ Somewhat ______ Not Very Much ______

Many said they did--some did not do the reading.

13. Is there information about alcohol which we did not include in the Student Booklet which you feel students should read in order to understand the films better?

Yes ______ No X_____ Can't think of any

If yes, what information should be added?

______________________________

______________________________

______________________________

14. Are there specific parts of the Student Booklet which you feel we should omit or abbreviate?

Yes ______ No __X__

If yes, which sections should we omit or shorten? (Specify pages and paragraphs.)

______________________________

Very well done.

______________________________

______________________________

______________________________

15. Were any of the charts or illustrations in the Student Booklet difficult for students to understand?

Yes ______ No __X__ Many liked the BAC wheel!

If yes, which ones were they? (Specify page and describe illustration if there is more than one illustration on the page.)

______________________________

______________________________

______________________________

16. Are there any charts or illustrations you feel we should add to the Student Booklet which would make the topics discussed clearer for students?

Yes______ No__X___

If yes, what charts or illustrations should we add?

______________________________________________________________

______________________________________________________________

17. How was the reading level of the Student Booklet for the grade level of students you teach?

Too Easy ______ Just Right__X___ for most Too Difficult__X___ for some

18. How was the conceptual level of the Student Booklet for the grade level of your students?

Too Easy______ Just Right__X___ Too Difficult______

19. If you were to use these films with another class, would you want these students to read part or all of the Student Booklet?

Most of It__X___ Part of It______ None of It______

If you would not have them read any of it, why?

______________________________________________________________

The book clarifies! can be digested at one's individual speed.

______________________________________________________________

______________________________________________________________

______________________________________________________________

C. THE UNIT AS A WHOLE (FILMS AND WRITTEN MATERIALS)

20. How did the preparation time for using the films and activities compare to your usual preparation time for a similar unit of study?

It Took Longer__X___ some at first It Took Same Amount of Time__X___ after we got the physical set-up

It Took Less Time______

21. Do you feel that the preparation required was worth it?

Definitely__X___ Probably______ No______

22. How easy was it to implement the unit in the grade levels you taught?

Very Easy__X__ Not Hard______ Difficult______ Impossible______

If it was difficult or impossible, what problems did you have?

23. If you were to use the films with another class.

a. which films would you use? (Check all that apply.)

Students got a lot out of every one

Route One__________ Hotline
The Party's Over ________ In the Beginning
Barbara Murray________ Al's Garage
Like Father, Like Son?________ Legend of Paulie

b. what order would you show the films in? (Indicate by number.)

Route One________
The Party's Over________
Barbara Murray________
Like Father, Like Son?________

1. Hotline or 1
2. In the Beginning or 3
3. Al's Garage or 4
4. LEgend of Paulie or 2

24. Did you have any other problems perparing or teaching the unit that have not been mentioned in this questionnaire?

Yes______ No__X__

If yes, what other problems did you have?

No problems at all!

25. What advice in using the unit would you give to a colleague who planned to use it with classes similar to yours?

I do think open-ended questions could be developed sequentially for each of the films--good discussions could be stimulated.

I found the concept of "responsible drinking" to be new to me as an instructional emphasis--I like that!

I definietly felt that the exposure was great for all of my students plus for myself.

26. Please indicate below which activities, by number, you used. Then rate the activity by number according to the following scale:

Very Useful = 1
Somewhat Useful = 2
Not Very Useful = 3
Not Useful At All = 4

The first line has been filled in as an illustration of what to do.

| FILM | ACTIVITY NUMBER | RATING |
|---|---|---|
| The Party's Over | 4b | 1 |
| Hotline | 1, 4, 5 | 1 |
| | 6 in Review end of unit | |
| In the Beginning | 1, 2, and variations | 1 |
| | of others | |
| Al's Garage | 1, 2, 4, Spirit # 4 | 1 |
| Legend of Paulie Green | 1, 2, 4 | 1 |
| | | |
| | | |
| | | |
| | | |

| FILM | ACTIVITY NUMBER | RATING |
|---|---|---|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

26. Please indicate below which Spirit Masters, by number, you used. Then rate the Spirit Master by number according to the following scale:

Very Useful = 1
Somewhat Useful = 2
Not Very Useful = 3
Not Useful At All = 4

| SPIRIT MASTER NUMBER | RATING |
|---|---|
| #1 | 1 |
| #2a | 2 |
| #4 | 1 |
| | |
| I wanted to use the others & had them ready, but time just ran out. | |
| | |
| | |
| | |

TEACHER QUESTIONNAIRE
Arlington, Mass.

Name [redacted]

Grade Level 9-10

Subject Science

A. THE TEACHER MANUAL

1. Were the instructions for using the Teacher Manual clear and easy to follow?

Very Easy X    A Little Difficult ____    Difficult ____

If they were a little difficult or difficult to follow, what parts were confusing or inadequate?

(use back of page if you need more space)

2. Did you have any teaching problems which the Teacher Manual did not address?

Yes X    No X

If yes, what were these problems?

Initiating some role-play situation

3. Did the manual provide you with enough factual information about alcohol (its effects, alcoholism, etc.) to use the films and activities effectively?

Yes ____    No X

Could explain some effects of alcohol other than ethanol on human body.

If not, what additional facts about alcohol would you have wanted?

See bottom of page 1

4. In general, were the activities detailed enough for you to use easily?

Yes X No ______

5. In general, were the activities too detailed -- did they provide you with more teaching instructions than you really needed or wanted?

Yes ______ No X

6. Were the classroom activities appropriate to the interests and background of your students?

Completely ______ Mostly X Not Very ______ Not At All ______

7. Did any of the activities you used fail to stimulate any student learning?

Yes X No ______

If yes, which activities failed to stimulate any learning? (Specify film and activity number.)

Film #2: Activity #2 in one class but the other class responded excellently

Film #2: Activity #6 (not enough time)

Film #2: Activity #7 (students not serious enough)

8. Did you use any of the Spirit Masters?

Yes X No ______

If not, why didn't you?

Spirit Master #2 is (can't read) content oriented to use as a pre-test as suggested in the manual

9. If you did use one or more Spirit Masters, did you find them useful?

Very Useful______ Somewhat Useful__X___ Not Useful______

If any were ineffective, which ones were they (give the number) and why were they ineffective?

See question #9 on page 2.

10. Were there any other materials which you would have like to have had on Spirit Masters?

Yes__X___ No______

If yes, what other materials would you have wanted on Spirit Masters?

Role play situations--but have them so that they may be split in half and read privately by a particular role-player at the option of a teacher.

11. If you were to use these films with another class, would you want to use some of the activities from the Teacher Manual again as preview, highlight, or follow-up activities?

Definitely__X___ Probably______ No______

If you would not use any of them again, why not?

This really depends upon the needs and experiences of the students in each class. It is important to have a variety of activities for that reason.

## B. THE STUDENT BOOKLET

12. In general, did your students seem to enjoy reading the Student Booklet?

A Great Deal X____ Somewhat______ Not Very Much______

13. Is there information about alcohol which we did not include in the Student Booklet which you feel students should read in order to understand the films better?

Yes______ No X____

If yes, what information should be added?

______________________________________________

______________________________________________

______________________________________________

14. Are there specific parts of the Student Booklet which you feel we should omit or abbreviate?

Yes______ No X____

If yes, which sections should we omit or shorten? (Specify pages and paragraphs.)

______________________________________________

______________________________________________

______________________________________________

______________________________________________

______________________________________________

15. Were any of the charts or illustrations in the Student Booklet difficult for students to understand?

Yes______ No X____

If yes, which ones were they? (Specify page and describe illustration if there is more than one illustration on the page.)

______________________________________________

______________________________________________

______________________________________________

16. Are there any charts or illustrations you feel we should add to the Student Booklet which would make the topics discussed clearer for students?

Yes ______ No X

If yes, what charts or illustrations should we add?

______________________________________________

______________________________________________

17. How was the reading level of the Student Booklet for the grade level of students you teach?

Too Easy ______ Just Right X Too Difficult ______

18. How was the conceptual level of the Student Booklet for the grade level of your students?

Too Easy ______ Just Right X Too Difficult ______

19. If you were to use these films with another class, would you want these students to read part or all of the Student Booklet?

Most of It X Part of It ______ None of It ______

If you would not have them read any of it, why?

______________________________________________

______________________________________________

______________________________________________

______________________________________________

______________________________________________

C. THE UNIT AS A WHOLE (FILMS AND WRITTEN MATERIALS)

20. How did the preparation time for using the films and activities compare to your usual preparation time for a similar unit of study?

It Took Longer ______ It Took Same Amount of Time X

It Took Less Time ______

21. Do you feel that the preparation required was worth it?

Definitely ______ Probably X No ______

22. How easy was it to implement the unit in the grade levels you taught?

Very Easy______ Not Hard__X__ Difficult______ Impossible______

If it was difficult or impossible, what problems did you have?

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

23. If you were to use the films with another class.

a. which films would you use? (Check all that apply.)

depends upon time available

Route One__________
The Party's Over _______
Barbara Murray_________
Like Father, Like Son?_________

1. Hotline
2. In the Beginning
3. Al's Garage
4. The Legend of Paulie Gren

b. what order would you show the films in? (Indicate by number.)

Route One_________
The Party's Over_________
Barbara Murray_________
Like Father, Like Son?_________

1. Hotline
2. In the Beginning
3. Al's Garage
4. The Legened of Paulie Gren

24. Did you have any other problems perparing or teaching the unit that have not been mentioned in this questionnaire?

Yes______ No_____

If yes, what other problems did you have?

________________________________________

Role play situation was mentioned. The problem was to get students to volunteer to play the roles. Once it's started, the students seem to volunteer more easily.

________________________________________

________________________________________

25. What advice in using the unit would you give to a colleague who planned to use it with classes similar to yours?

Reach the Teacher's Manual rather thoroughtly if s/he has never taught a unit on alcohol before.

26. Please indicate below which activities, by number, you used. Then rate the activity by number according to the following scale:

Very Useful = 1
Somewhat Useful = 2
Not Very Useful = 3
Not Useful At All = 4

The first line has been filled in as an illustration of what to do.

| FILM | ACTIVITY NUMBER | RATING |
|---|---|---|
| The Party's Over | 4b | 1 |
| #1 | 1 - pre/post | 2 |
| #1 | 2 | 1-in one class<br>3-in other class |
| #2 | 1 | 1-in one class used not used in other |
| #2 | 2 | 1-in one class<br>3-in other |
| #2 | 5 | 3-given but not discussed |
| #2 | 6 | 4-in class used |
| #2 | 9 | 3-in one class used |
| #3 | 2 | 4-in one class used |
| #3 | 5 | 2-in class used |
| #4 | 2 | 2-used a variation of the discussing problem vs. |

alcoholics vs. responsible
(Continue)

| FILM | ACTIVITY NUMBER | RATING |
|---|---|---|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

26. Please indicate below which Spirit Masters, by number, you used. Then rate the Spirit Master by number according to the following scale:

Very Useful = 1
Somewhat Useful = 2
Not Very Useful = 3
Not Useful At All = 4

| SPIRIT MASTER NUMBER | RATING |
|---|---|
| 1 | 4-used by mistake at end |
| 2a | 2 |
| 3a | 3-not used/discussed in class-lack of time |
| 4 | 4-too content oriented |
| 5 | 1-in one class no time in other |
| | |
| | |
| | |
| | |

## 3.2 Observer Questionnaires

# OBSERVER QUESTIONNAIRE

San Diego

## A. THE TEACHER MANUAL

1. Did the activities enable the teacher to reinforce the goals of the films?

   They were a Great Help ____ They Were of Some Help X

   They Were No Help ____

   If they were of no help, why not?

2. Did the teacher seem to need more factual information than was provided in the Teacher Manual?

   Yes ____ No X

   If yes, what additional information would have been helpful?

3. Did the teacher seem to have difficulty implementing any of the activities?

   Yes ____ No X

   If yes, which activities created a problem and how could these activities be revised to make them easier to use?

4. Was the teacher able to identify and use activities which seemed to be appropriate to the interests and background of the students?

A Lot______ Some __x__ One or Two______ None______

5. Did any of the activities fail to stimulate any student learning?

Yes______ No __X__

If yes, which ones and how could they be revised to become educationally useful?

6. In general, how difficult was it for students to participate in the activities?

Easy______ Not Hard __X__ Hard______ Impossible______

If it was hard or impossible, how could the activities be revised to make it easier?

7. Which activities did students seem to like best?

Class discussions--especially HOTLINE #1 and 5, Al's Garage, #4 and PAULIE GREEN #2 and 4.

8. What activities did students seem to like least?

The questionnaires

The role-plays

9. How could the Teacher Manual be revised to assist teachers to reinforce the goals of the films better?

No such revisions were indicated based on the field test.

10. In general, how helpful were the Spirit Masters to the teacher in implementing the activities?

Very Useful X Somewhat Useful ______ Not Useful ______

Teacher Did Not Use Any ______

If the teacher used one or more Spirit Masters and they were not useful, why weren't they and how could they be improved?

11. Were there any additional materials which the teacher could have profitably used if they were put on Spirit Masters?

Yes______ No__x__

If yes, which materials?

B. THE STUDENT BOOKLET

12. Did any students indicate that the Student Booklet was:

a. too difficult to read: ( )
b. too easy to read: ( )
c. too difficult to understand: ( )
d. too easy to understand: ( )
e. too long: ( X )
f. too short: ( )
g. confusing: ( )
h. in need of more charts: ( X )
i. in need of more information: ( )

13. If students felt the Student Booklet should have provided more information or more charts, what information and what charts did they indicate should be added?

A couple wanted information about other drugs.

C. GENERAL COMMENTS (Specify.)

## OBSERVER QUESTIONNAIRE

Arlington, Mass.

A. THE TEACHER MANUAL

1. Did the activities enable the teacher to reinforce the goals of the films?

They were a Great Help _____ They Were of Some Help X

They Were No Help_____

If they were of no help, why not?

If there had been more class time availble for the activities they would have been much more successful

2. Did the teacher seem to need more factual information than was provided in the Teacher Manual?

Yes _____ No X

If yes, what additional information would have been helpful?

3. Did the teacher seem to have difficulty implementing any of the activities?

Yes X No _____

If yes, which activities created a problem and how could these activities be revised to make them easier to use?

The teacher had difficulty implementing the role play activities (e.g., in the beginning #6) He seemed to feel uncomfortable using this learning method. Even after implementing the activyt he was unsure of its value for the students priimarily because there was no opportunity or time to discuss the role plays at their conclusion.

4. Was the teacher able to identify and use activities which seemed to be appropriate to the interests and background of the students?

A Lot____ Some X____ One or Two____ None____

5. Did any of the activities fail to stimulate any student learning?

Yes X____ No____

If yes, which ones and how could they be revised to become educationally useful?

I do not feel the activities themselves were the reason why student learning did not always occur. The problem lay more with the lack of time available in the class period to deal with issues in the activities effectively or lack of proficiency on the teachers part in the teaching method employed. The teacher instructions for the role play activities could be made more detailed to help the teacher who is unfamiliar with this learning strategy implement it more effectively. The "local option" activity (in the beginning #9) could be revised slightly, suggesting the teacher act as moderator. It might have more success that way.

6. In general, how difficult was it for students to participate in the activities?

Easy____ Not Hard X____ Hard____ Impossible____

If it was hard or impossible, how could the activities be revised to make it easier?

7. Which activities did students seem to like best?

Hotline # 2 - Drinking Problems

In the Beginning #1 - Group Drinking Behavior #9 - Local Option

#2 - Pressure Points

#6 - Parental Attitudes Toward Children's Behavior

Al's Garage #5 - BAC and the Law

8. What activities did students seem to like least?

9. How could the Teacher Manual be revised to assist teachers to reinforce the goals of the films better?

Better use of objectives

Behavioral objectives might be more useful and better meet

our goals

10. In general, how helpful were the Spirit Masters to the teacher in implementing the activities?

Very Useful X Somewhat Useful______ Not Useful______

Teacher Did Not Use Any ______

If the teacher used one or more Spirit Masters and they were not useful, why weren't they and how could they be improved?

The Spirit Masters were useful as homework assignments & classroom work . However, they were seldom followed up on.

11. Were there any additional materials which the teacher could have profitably used if they were put on Spirit Masters?

Yes______ No______ Not to my knowledge

If yes, which materials?

B. THE STUDENT BOOKLET

12. Did any students indicate that the Student Booklet was:

a. too difficult to read: ( )
b. too easy to read: ( )
c. too difficult to understand: ( )
d. too easy to understand: ( )
e. too long: ( )
f. too short: ( )
g. confusing: ( )
h. in need of more charts: ( )
i. in need of more information: ( )

no indication was made by Students of their feelings about the Booklet. It seemed adequate.

13. If students felt the Student Booklet should have provided more information or more charts, what information and what charts did they indicate should be added?

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

C. GENERAL COMMENTS (Specify.)

The length of the films greatly affected the overall usefulness of the program. To minimally meet the demands of the curriculum, one full period of class time should be devoted to the issues raised in each film.

Kids do not fully comprehend the one beer = one glass of wine = one "drink." It just does not come off. They are still under the impression that beer is less intoxicating than a drink.

Considerable misinformation was passed on to students because of the teacher's lack of clear and precise understanding of the subject.

## 3.3 Student Questionnaires

SAN DIEGO, CALIFORNIA

Grade 10
STUDENT QUESTIONNAIRE
(Both classes' responses combined)

1. Did you feel the number of class periods you spent studying alcohol was: (check one)

   Just Right 31 Too Few 19 Too Many 3

2. Of all the things you did this week, which ones helped you learn the most about alcohol?

   - Discussing problems with drinkers and what actually happens to them.
   - The booklet was good information statisticly but the films were good visually.
   - the films and the discussion
   - Reading the book on Alcohol
   - I think the movies did. The students would probably rather see the movies. They taught a lot about alcohol and alcoholics.
   - All the films helped me to learn about alcohol.
   - the films
   - watching the films
   - The movies
   - I learned the most from the book because I could read it.
   - The television program with the people at the hotline helping others with problems.
   - I enjoyed and learned alot by watching the hotline movies. I learned alot about how alcohol effects different people and some of the things that could happen.
   - watching the vido tape, I feel if you can see what's happening to people you learn more (I learned more from watching the viedo tape).
   - I think the film on getting involved with friends that have drunk to much helped me the most.
   - The films help me learn most about alcohol and what little I read in the book.
   - I think the television helped me learn a lot about alcohol, and the kids on the television, and also Mrs. [redacted] and also you and I realy injoyed it.
   - I learn the most from the film
   - looking at the movies
   - How much you drink. What it does to you.

- The last movie I saw helped me out the best, The Legend of Pauli Green.
- The last film about that girls mother who was a alcoholic and that boy name Paul who use to be a alcoholic.
- The films were the ones that help me learn the most about alcohol.
- The movies helped me learn more about alcohol.
- the films I guess.
- the book helped me alot
- I think the films I learned a lot about alcohol and the effects on a person who drinks too much or drinks too less.
- talking about the alcohol with the teacher, and seeing the movies
- the films that we saw, and the questions that she asked us.
- The films was most help to me, sort of gave me all the information about alchol, and decussion we had each day this week.
- When I was reading the booklet I learned the facts and when I seen the movie it also was good.
- The films help me learn the most the book help to but I like to see things for my self.
- Not too drink while driving - Just to have friends you don't have to drink.
- When they showed the film Hotline that helped me to understand not be drinking while your driving.
- See the Hotline Dial alcohol.
- the things we did to help me the most was the movie
- watch the film on T.V.
- Hot line
- The films about the hotline. When discussed over the phone how many drinks, what to do etc.
- the movie
- the book
- The films
- The booklet.
- The films helped me the most of all they were very easy to understand.
- the movies that I saw helped me more in learning about alchol then the book did. And the film that I enjoyed seeing and learned something that I didn't know was In the beginning.

- About how alcohol can affect a person. And what people think but don't think right, alcohol does for them.
- The descussions after and before the tape.
- films, and some things in the book. The part about problem drinkers and responsible drinkers.
- The book cleared up a lot of questions I had about alcohol. The programs gave me an insight to real life problems I liked them.
- Watching the films because it was life like, and it had alot of information about alcohol in them.
- Legend of Paulie - Hotline
- Films did and also the yellow booklet it helped me to know more on the subject.
- reading the little booklet and listening while Mrs. [redacted] talked.

3. Of all the things you did this week, which ones did not help you to learn anything about alcohol?

- the film and the yellow booklet
- none really
- the questioneers because you are just guessing without any real information.
- None I learned from it all.
- some things in the book. But I learned alot from films and book.
- the book i didn't read it
- Only the things I didn't pay attention on. I dont know what those were. Other wise everything helps me.
- The film Hotline when the man was telling what is in alcohol and what kind that you could drike and what kinds you couldn't.
- Nothing I learned something everyday except friday because I was absenced.
- Too many discussions that weren't discussing anything.
- Talking (the discussions)
- The film.
- talking
- We had already studied alcohol so I knew must of the things.
- there is nothing
- work sheet

- I learned alot of all.
- movies
- I learned more overall.
- out of most of everything we did do I learned something out of all a it
- all the things we did helped me to learn more about alcohol
- all of the things we did help me
- none of them I learned alot from all the papers and the films that we saw and talked about.
- all that is written in this book is fact, not taken from someone with experience
- the sheet that we had to fill out the other day.
- Doing the questions.
- I learn some from the book but the movies were the best.
- None
- Mrs. [redacted] talking all period LONG! when she wasn't talking about NOTHING!
- They each tought me something.
- The paper they gave out. should of seen more movies
- I thing that there was not a thing that did'nt help me leare about alcohol
- I think everything was important
- listening to the teacher talk it bores me to hear someone talk about something, I rather watch the veido tape it tells more
- I guess I would say parts of the Booklet cause I really didn't read all of it.
- All of them helped
- Everything was alright
- Mrs. [redacted] talking
- nothing that I can remember
- ?
- I don't agree with the question I learned something from all of it
- the book now most of it
- All the things we did this week were informative.

4. Are there any other activities you would have liked to engage in besides the ones you did? (check one)

Yes 22 No 28 If yes, what else would you have liked to do?

- Drive!!!
- I would have liked to have an ex-alcoholic speaker come.
- have some reohililated alcoholics give a descussion
- to know how much you should drink without going over.
- Talking to more real alcoholics.
- tested with alcohol - the legend of Paulie Green
- "more on alcohol"
- a real ex-alcoholic to visit the class
- drugs and the real truth about them.
- Have a reformed alcoholic talk to us.
- More class discussion.
- Something about drugs or about marijuana
- Read about people that are acoholics.
- Maybe you could have had a reformed drinker come to talk cause he would know what alcohol was all about to him
- for the teachers not to talk so much
- I think it would of been interesting to talk to a former alcoholic and see what kind of things he/or she would tell about it.
- Bring a person in who was an alcoholic to have a discussion and show the diffent types of hard drinks
- I thought we were going to stage different scences about alcoholics.
- heard a talk from a reformed alcoholic or an alcoholic.
- Experiment with animals to see what alcohol does to them, to see their reactions.
- Have someone come in to talk to us that was definitely an alcoholic at one time.

5. If you were to see the films all over again, which one would you want to see first? (check only one)

Hotline 17 In The Beginning 6 Al's Garage 14

Legend of Paulie Green 12

214

6. How much did you learn from the Booklet on alcohol? (check one)

A Lot 19 Some 25 Nothing 2

7. How much did you enjoy reading the Booklet? (check one)

A Lot 15 Some 23 Not Very Much 7

8. How hard was it to understand the Booklet? (check one)

Easy 22 Just Right 19 Sort of Hard 6 Really Hard 0

9. How long is the Booklet? (check one)

Just Right 29 Too Short 9 Too Long 7

10. Did you have difficulty understanding any of the charts or pictures in the Booklet? (check one)

Yes 6 No 41 If you did, which pictures or charts did you have trouble understanding? (Describe)

- The wheel in the back.
- The chart that showed alcohol going into the stomack, then to the blood etc.
- Front Page. Page 19.
- The alcohol chart those two in the back.
- I didn't really understand the charts in the back of the booklet.
- I didn't read the book so I don't know.

11. What did you like the most in the Booklet?

- When it tells how many drinks get you drunk. How they act.
- did not read all of book but I like hangover
- the charts
- circle chart in book
- nothing really
- I liked it all because it was in "down to earth" language it was easy to understand and interesting.
- the wheel
- the little comical pictures and how they referred to them.

- the facts in the back on hangovers and the other stuf on page 35
- People taking chances under the influence of alcohol because it reminded me of some one I know and I was able to prove to him with the book that what he was doing was wrong.
- Everything in the booklet was good to me because I learned alot
- The part on the enjoyment on drink.
- what effects can alcohol have on driving
- I liked the way the Booklet said everything clearly in words not to hard that you'd need a dictionary beside you to read it. Also the list of book on alcohol.
- It explain clearly about alcohol.
- The pictures (cartoons).
- the pictures
- the effects
- The part where most acholhol was shown in ounces, and type of achochol.
- When told how much alcohol was in one beer one glass etc.
- alcohol's effects on the mind and body.
- I did not read all of the booklet
- drawings of how alcohol affects body.
- The chart
- Teenagers drinking problems.
- Haven gave it thought
- It was easy reading it wasn't long chapter and it gave situations (examples)
- the information was easy to understand. the diagrams were good
- The decisions were mostly up to you.
- all of it.
- It is easy to understand. It is written well. The illustrations were enlightening and so was the information. It was interesting.
- The facts they gave.
- I didn't read it.
- Alcohol's effects on teenagers
- did not read the book
- I can't say.
- The pictures, you should put more realistic (in color) pictures in there to make the book more interesting

- I enjoyed reading how alcohol effects you in different ways and how it does.
- I don't know

12. What did you like the least in the Booklet?

- don't know
- I didn't read it all but from what I read I enjoyed it.
- No comment.
- Nothing
- The length, it was too long.
- It was fine
- Nothing, I thought the Booklet was quite interesting.
- Nothing.
- I liked everything that I got up to.
- Nothing.
- Nothing.
- All the reading
- Nothing
- Easy to understanding the sentences.
- Reading it I hate to read
- everything.
- All fact
- Nothing.
- It should of had stories in it.
- It was too short, maybe you could have had the short story of a real life alcoholic and how he felt about it.
- alcohol's effects on teenagers
- The part about what to say to a person who is going to drive drunk
- When it gave that long list about information on alcohol it was boring to read
- nothing it was good
- Black and white pictures
- to many pages
- On pages 20 and 21 the possibilities for preventing someone from driving seem a little ridiculous.

- Nothing really
- being paperback
- not the least
- nothing

13. Is there anything else you would like the Booklet to tell you about alcohol?

No 30 Yes 5 If yes, what else would you like the Booklet to tell you?

- All I know is I liked the moives most of all.
- About much well alcohol and weed together affect you.
- all that was not covered
- would it do any other bodily damage beside the ones mentioned
- Everything there is to know about alcohol
- most of everything I needed to know was there.

14. What do you feel the Booklet was saying about drinking alcohol? (check only one answer)

a. that it's all right to have a drink or two 3

b. that it's up to each person to decide whether or not to drink alcohol 39

c. that it's wrong to drink alcohol 2

ARLINGTON, MASS.

Grade 10

STUDENT QUESTIONNAIRE

1. Did you feel the number of class periods you spent studying alcohol was: (check one)

Just Right 8 Too Few 7 Too Many

2. Of all the things you did this week, which ones helped you learn the most about alcohol?

- movies (because they shoed the results alcohol can have on people's lives)
- studying the booklet
- the effects alcohol had on most people and a few of the ways alcoholics sobered up and completely stopped drinking
- the wheel

3. Of all the things you did this week, which ones did not help you to learn anything about alcohol?

- discussions no one participated
- making a list of drunken people
- I didn't understand the stuff on the body. The characteristics
- some of the discussions
- the movies (the first one)
- play-acting
- I knew about a lot of the things the movies showed (but) not in such detail
- the booklet

4. Are there any other activities you would have liked to engage in besided the ones you did? (check one)

Yes 5 No 9 If yes, what else would you have liked to do?

- recognize different types of alcohol
- more movies
- talking to an alcoholic
- more films

5. If you were to see the films all over again, which one would you want to see first? (check only one)

Route One ___ The Party's Over ___ Barbara Murray ___

Like Father, Like Son? ___

6. How much did you learn from the Booklet on alcohol? (check one)

A lot 5 Some 6 Nothing 3

7. How much did you enjoy reading the Booklet? (check one)

A lot 4 Some 6 Not Very Much 4

8. How hard was it to understand the Booklet? (check one)

Easy 3 Just Right 9 Sort of Hard 1 Really Hard ___

9. How long is the Booklet? (check one)

Just Right 10 Too Short 2 Too Long 2

10. Did you have difficulty understanding any of the charts or pictures in the Booklet? (check one)

Yes 1 No 12 If you did, which pictures or charts did you have trouble understanding? (Describe)

11. What did you like the most in the Booklet?

- not much
- everything
- learning about what kinds of alcohol
- Chapter 5
- reading about the effects of alcohol on the body
- BAC wheel
- knowing effects on different sized people, and how teenage alcoholics start, and effects on them
- the chart at the back

12. What did you like the least in the Booklet?

- the body stuff
- Chapter 1
- everything
- reading
- nothing

13. Is there anything else you would like the Booklet to tell you about alcohol?

No 6 Yes 4 If yes, what else would you like the Booklet to tell you?

- more on effects and why people drink
- people's own problems
- more about alcohol in general

14. What do you feel the Booklet was saying about drinking alcohol? (check only one answer)

a. that it's all right to have a drink or two 2

b. that it's up to each person to decide whether or not to drink alcohol 9

c. that it's wrong to drink alcohol ___

ARLINGTON, MASS.

Grade 9

STUDENT QUESTIONNAIRE

1. Did you feel the number of class periods you spent studying alcohol was: (check one)

Just Right 1 Too Few 8 Too Many 2

2. Of all the things you did this week, which ones helped you learn the most about alcohol?

- all of it
- probably the class discussion and the reading out of the book
- the book
- the movies
- the films. They showed what happened when you drank. It went into a lot of detail.
- when everyone found Paul was an alkie

3. Of all the tings you did this week, which ones did not help you to learn anyting about alcohol?

- movies
- reading
- local option activity
- the book
- role playing
- all of the things taught me someting about it
- descirbing a known alkie for the discussion at the end
- making the weel
- group drinking, behavior
- a few parts of the movies didn't help me learn anything about alcohol
- questionnaires

4. Are there any other activities you would have liked to engage in besides the ones you did? (check one)

Yes 2 No 19 If yes, what else would you have liked to do?

- self-experiment

5. If you were to see the films all over again, which one would you want to see first? (check only one)

Route One 3 The Party's Over 2 Barbara Murray 2

Like Father, Like Son 3

6. How much did you learn from the Booklet on alcohol? (check one)

A Lot 10 Some 9 Nothing 2

7. How much did you enjoy reading the Booklet? (check one)

A Lot 4 Some 12 Not Very Much 4

8. How hard was it to understand the Booklet? (check one)

Easy 11 Just Right 8 Sort of Hard 2 Really Hard ____

9. How long is the Booklet? (check one)

Just Right 20 Too Short ____ Too Long ____

10. Did you have difficulty understanding any of the charts or pictures in the Booklet? (check one)

Yes ____ No 21 If you did, which pictures or charts did you have trouble understanding? (Describe)

11. What did you like the most in the Booklet?

- Informative easy to read and straight to the point
- The chart
- It gave examples and charts
- BAC wheel
- I didn't really get into the book
- Just about everything--it was iformative
- The little wheel because I wanted to find out how far gone Dougy was after a certain party
- I think chapter 2 was my favorite--about teenagers and drinking problems

12. What did you like the least in the Booklet?

- Kept rehashing the same information
- The effects that alcohol has on you and the facts about alcoholism--I already knew all this
- The article about what it does to you
- Getting to carry (it) around class to class
- The wheel
- Some parts of the articles were boring

13. Is there anything else you would like the Booklet to tell you about alcohol?

No 19 Yes 1 If yes, what else would you like the Booklet to tell you?

14. What do you feel the Booklet was saying about drinking alcohol? (check only one answer)

a. that it's all right to have a drink or two _____

b. that it's up to each person to decide whether or not to drink alcohol 19

c. that it's wrong to drink alcohol _____

## 3.4 Student Pre/Post Quizzes

## PRE/POST QUIZ ON ALCOHOL
San Diego-10th Grade
(Both classes' responses combined)

1. An average glass of wine (5 ounces) or a can of beer (12 ounces) has much less alcohol in it than a "shot" (1½ ounces) of whiskey.

   True PRE: 10; POST: 7 False PRE: 34; POST: 41

2. A label that reads "100% proof" indicates that the beverage inside the bottle is only half alcohol.

   True PRE: 19; POST: 33 False PRE: 25; POST: 13

3. People's weight, past experience drinking alcohol, and mood all have a lot to do with how alcohol will affect them.

   True PRE: 38; POST: 42 False PRE: 5; POST: 5

4. You will feel the effects of a hangover the morning after drinking only if there is some alcohol still left in your body.

   True PRE: 26; POST: 34 False PRE: 18; POST: 13

5. The caffeine in strong black coffee can effectively help make someone sober.

   True PRE: 32; POST: 23 False PRE: 12; POST: 23

6. Eating something before drinking helps to line the stomach and prevents alcohol from "going to your head" as fast as it would on an empty stomach.

   True PRE: 37; POST: 44 False PRE: 7; POST: 3

7. Alcohol is called a drug just as heroin or LSD are also called drugs.

   True PRE: 29; POST: 37 False PRE: 15; POST: 9

8. Alcohol can play games with a person--one time you might not feel the effects of two beers at all, another time two beers might feel like 6.

   True PRE: 36; POST: 43 False PRE: 8; POST: 4

9. Anyone who every month or so drinks too much and then drives a car is a problem drinker.

   True PRE: 31; POST: 26 False PRE: 13; POST: 21

10. There are more alcoholics in America than drug addicts.

True PRE: 28; POST: 32 False PRE: 11; POST: 10

11. Drinking alcohol does different things to different people. For example, it makes some people feel good, some people sad, others happy, still others angry. Why does alcohol have different effects on different people at different times?

List all the reasons you can think of.

| | Pretest | Posttest |
|---|---|---|
| Personality: | 16 | 7 |
| Body system and size: | 11 | 14 |
| Drinking Atmosphere: | 5 | 5 |
| Amount Drunk: | 7 | 6 |
| Kind of Drink | 4 | 1 |
| Mood before drinking: | 17 | 16 |
| Attitude toward drinking/ expectations: | 2 | 2 |
| Reasons for drinking: | 4 | 4 |
| Drinking Experience: | 4 | 6 |
| Prior Eating: | 6 | 3 |
| Age: | 1 | 1 |
| Length of time drinking: | 2 | 1 |

## PRE/POST QUIZ IN ALCOHOL

Arlington, Mass.
9th Grade

1. An average glass of wine (5 ounces) or a can of beer (12 ounces) has much less alcohol in it than a "shot" (1 1/2 ounces) of whiskey.

   True PRE: 16; POST: 4 False PRE: 6 POST: 18

2. A label that reads "100% proof" indicates that the beverage inside the bottle is only half alcohol.

   True PRE: 4 POST: 21 False PRE: 18 POST: 1

3. People's weight, past experience drinking alcohol, and mood all have a lot to do with how alcohol will affect them.

   True PRE: 22 POST: 21 False PRE: 0 POST: 1

4. You will feel the effects of a hangover the morning after drinking only if there is some alcohol still left in your body.

   True PRE: 5 POST: 15 False PRE: 17 POST: 7

5. The caffeine in strong black coffee can effectively help make someone sober.

   True PRE: 13 POST: 7 False PRE: 9 POST: 15

6. Eating something before drinking helps to line the stomach and prevents alcohol from "going to your head" as fast as it would on an empty stomach.

   True PRE: 17 POST: 20 False PRE: 5 POST: 2

7. Alcohol is called a drug just as heroin or LSD are also called drugs.

   True PRE: 18 POST: 21 False PRE: 3 POST: 1

8. Alcohol can play games with a person--one time you might not feel the effects of two beers at all, another time two beers might feel like 6.

   True PRE: 22 POST: 22 False PRE: 0 POST: 0

9. Anyone who every month or so drinks too much and then drives a car is a problem drinker.

   True PRE: 10 POST: 12 False PRE: 12 POST: 10

10. There are more alcoholics in America than drug addicts.

True PRE: 21 POST: 13 False PRE: 0 POST: 2

11. Drinking alcohol does different things to different people. For example, it makes some people feel good, some people sad, others happy, still others angry. Why does alcohol have different effects on different people at different times?

List all the reasons you can think of.

| | Pretest | Posttest |
|---|---|---|
| Mood | 8 | 7 |
| How much person has eaten | 1 | 5 |
| People you are with (if anyone) | 4 | 6 |
| How you want to feel | 6 | 3 |
| Place | 2 | 3 |
| Physical chemistry | 4 | 3 |
| Amount consumed | 3 | 7 |
| Experience | 1 | 6 |
| Age | 1 | 0 |
| Combined with drugs | 1 | 0 |
| Weight | 1 | 8 |

# PRE/POST QUIZ ON ALCOHOL
Arlington, Mass.
10th Grade

1. An average glass of wine (5 ounces) or a can of beer (12 ounces) has much less alcohol in it than a "shot" (1 1/2 ounces) of whiskey.

   True PRE: 10 POST: 2 False PRE: 7 POST: 11

2. A label that reads "100% proof" indicates that the beverage inside the bottle is only half alcohol.

   True PRE: 10 POST: 13 False PRE: 7 POST: 1

3. People's weight, past experience drinking alcohol, and mood all have a lot to do with how alcohol will affect them.

   True PRE: 13 POST: 14 False PRE: 3 POST: 0

4. You will feel the effects of a hangover the morning after drinking only if there is some alcohol still left in your body.

   True PRE: 9 POST: 11 False PRE: 6 POST: 3

5. The caffeine in strong black coffee can effectively help make someone sober.

   True PRE: 6 POST: 5 False PRE: 10 POST: 9

6. Eating something before drinking helps to line the stomach and prevents alcohol from "going to your head" as fast as it would on an empty stomach.

   True PRE: 16 POST: 14 False PRE: 0 POST: 0

7. Alcohol is called a drug just as heroin or LSD are also called drugs.

   True PRE: 10 POST: 12 False PRE: 7 POST: 1

8. Alcohol can play games with a person--one time you might not feel the effects of two beers at all, another time two beers might feel like 6.

   True PRE: 16 POST: 13 False PRE: 1 POST: 1

9. Anyone who every month or so drinks too much and then drives a car is a problem drinker.

   True PRE: 5 POST: 6 False PRE: 10 POST: 7

10. There are more alcoholics in America than drug addicts.

True PRE: 13 POST: 9 False PRE: 3 POST: 1

11. Drinking alcohol does different things to different people. For example, it makes some people feel good, some people sad, others happy, still others angry. Why does alcohol have different effects on different people at different times?

List all the reasons you can think of.

| | Pretest | Posttest |
|---|---|---|
| People you are with | 6 | 3 |
| Mood | 14 | 7 |
| Place you are in | 4 | 2 |
| Whether or not you have eaten | 1 | |
| How you want to feel | 1 | |
| Body make-up | 1 | 2 |
| Weight | 3 | 3 |
| Age | 1 | |

# Appendix Six

# Consultants' Review Comments on Adult Leader Guide, First Draft

Lucy Robb Works
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Boston, Massachusetts

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# CONSULTANT RESPONSES TO QUESTIONS ON THE ADULT LEADER GUIDE

## I. General Questions

1. We have tried to make the Guide (and through it, the films) appropriate for use by educators with a variety of different adult groups, from the military to PTA's, from schools of adult education to church groups. Are there any ways in which we can revise the Guide which will make it easier for adult group leaders to use the Guide and films effectively with all kinds of adult audiences?

Works: Mrs. Works felt we could do with a lot fewer teaching instructions--that adult group leaders would find the Guide easier to use if the instructions were shorter and more to the point. In addition, she felt there were three ways we could improve the Guide to make it more acceptable to religious groups.

a) The Resources section should contain additional materials for religious leaders and clergy. Mrs. Works will be sending us literature which she feels might be included, including ordering information.

b) Mrs. Works also felt we could devote more attention to the ethical and moral parameters of decision-making when it comes to drinking and abstaining--that is, an increased focus on priorities, values, and decision-making related to alcohol and less of an emphasis on alcohol itself.

c) We should also include among the places people can go for help religious sources (the clergy). Some people also work out their drinking problems with the church community.

Russell: Dr. Russell suggested we reduce the complexity of several of the preview activities, since most adult leaders won't want to spend that much time before the films on an activity. He also recommended we make several of the discussion points in the activities more relevant to adults. He suggested several places where this could be done.

Rogers: No.

2. Assume for the moment that the adult group leaders who will be using this Guide must secure permission from their "superiors," "bosses," or other "higher-ups" before doing so. Do you feel there are any statements in or parts of the Guide which might make these persons reluctant to authorize its use in their institutions, agencies or organizations?

Works: Mrs. Works felt the entirely secular focus of the Guide might make the product somewhat unacceptable to some clergy but felt the addition of the three items listed in response to question 1 would solve this problem.

Russell: Dr. Russell felt we should include a cautionary footnote after the discussion in which it is recommended that the adult leader adopt a neutral stance toward the use of alcohol. The footnote he suggested follows: "A particular adult group may truly desire some education about alcohol but also may have a tradition of opposing its use. In such cases, the above suggestions urging the adult group leader not to say alcohol is bad may be difficult to accept. However, openness and encouraging each participant to make up his or her own mind seems to be the best educational strategy at this time."

He also advised that we not use the term "students" but instead refer to "participants," "learners," or "the group."

He felt we should not mention that Catholics are more likely than other groups to be problem drinkers.

Rogers: No--there's nothing controversial in it.

3. The Adult Leader Guide is too long. We are budgeted to print only a 36-page manual. What activities or other portions of the Guide do you feel we could omit? If you feel there are no activities or sections which should be dropped, which activities and sections would you least mind seeing deleted?

Works: Once again, Mrs. Works repeated that we should shorten the teaching instructions (activities).

Russell: Dr. Russell developed a system of priorities for what should be shortened or deleted and what should not. He felt we could best afford to shorten the synopses, limit the objectives to two or three per film (since, while they are educationally sound, not many people read them), and shorten the preview activities. In general, he felt we should tend to reduce Chapter III, rather than Chapters I and II.

Rogers: The activities in Chapter II and the section of Chapter III dealing with drinking and driving he felt were much too long and detailed.

4. Is there a different order in which we should sequence the sections or chapters in the Guide to make it easier for adult group leaders to use?

Works: No.

Russell: No.

Rogers: No.

## II. The Activities (Chapter II)

5. Are any of the activities educationally unsound in any way? For example, are they inappropriate for adults? Are they not motivating? Would they result in no significant learning among students? Would adult group leaders or instructors be unable to implement them effectively or easily?

Works: Mrs. Works felt that Activity #5 on page 35 might mislead some students because they might find it easy to give up or abstain from a favorite activity simply because they didn't really feel that strongly about it. As a result, such students might conclude that alcoholics shouldn't have such a difficult time not drinking, either.

More generally, Mrs. Works felt the entire senior high film series might "turn off" adults because the Hotline concept and practice appear to be passé: few parents or teenagers will be able to relate to it--that's not where they would turn if they had or knew someone who had a drinking problem. Mrs. Works felt the Junior High films were appropriate.

Finally, Mrs. Works was concerned that some of the activities, by stressing the disease concept of alcoholism and focusing predominantly on alcoholism, provide problem drinkers with an easy "out" for their behavior: "I'm not an alcoholic; therefore, I don't have a drinking problem!" is the way she feels many problem drinkers react to the disease theme (with which, in other respects, she is in sympathy).

Russell: No, but a few could include more questions and discussion points related to adults.

Rogers: No. Mr. Rogers showed the first two DIAL A-L-C-O-H-O-L films (HOTLINE and IN THE BEGINNING) to his group of counselors. He and his group didn't like them. They felt HOTLINE tried to cram too much information into the film and moved at too fast a pace. The group didn't like IN THE BEGINNING because it felt the emphasis on Baptists biased the film. He showed two JACKSON JUNIOR HIGH FILMS (Route One and Barbara Murray) to his other group of students (consisting of workers in the field who are new on their jobs--counselors, medical people, social workers). These two films were well liked and provoked two hours of sustained discussion. Mr. Rogers told the groups in advance that all the films were developed for youngsters, but the groups didn't find them inappropriate for themselves, as adults, to view. Mr. Rogers used several of the activities for these four films and found them to be educationally sound.

6. Do any of the activities convey or imply inaccurate, biased or otherwise inappropriate attitudes or information about alcohol?

Works: No, except for her last point in response to question 5: the emphasis on the disease concept of alcoholism excuses the problem drinker, lets him or her "off the hook."

Russell: No.

Rogers: No.

7. Are there any preview, highlight, or follow-up activities which adult group leaders would be unlikely to use?

Works: No.

Russell: No.

Rogers: No.

8. Can you think of any preview, highlight, or follow-up activities which adult group leaders might like to use in addition to those we have already suggested?

Works: An activity or part of an activity on what she calls "situational abstinence"--times when no drinking should be engaged in, such as by surgeons before they operate, pilots, etc. She says that increasingly society is accepting the drinking of liquor during working hours, including occupations were safety considerations are relevant.

Mrs. Works also felt we might include more emphasis in one or more activities on things which cause people to abuse alcohol, such as stress, job, relationships to others, search for meaning in life, and inability to make constructive use of leisure time. We might also point out or suggest alternate ways to cope with these sources of abusive drinking.

Russell: No.

Rogers: Yes. Field trips to AA, Alateen and Al-Anon meetings might be suggested.

9. Are there enough teaching instructions provided with each of the activities to enable adult group leaders to use them easily? If not, what additional teaching instructions would they need?

Works: There are too many. See her response to question 1.

Russell: Yes.

Rogers: Yes. He liked the instructions a lot.

10. Do the teaching instructions for any of the activities provide adult group leaders with more information than they really need to use them easily and effectively?

Works: Yes.

Russell: No.

Rogers: No.

## III. Background Information (Chapter III)

11. To the best of your knowledge, is any of the information provided in Chapter III, Background Information on Alcohol, inaccurate or biased? If so, what are the inaccuracies or biases?

Works: Perhaps.

a) Mrs. Works again raised her concern that the disease concept of alcoholism lets problem drinkers "off the hook."

b) She wondered whether Catholics were more likely than Episcopalians to be problem drinkers and was surprised that the Scotch-Irish had so many abstainers.

c) She found the discussion of why people drink was presented in a confusing manner.

c) She suggested we might want to discuss how drinking may have different reactions on women than on men: most of the studies on alcohol have been done with men. She references the November 1976 issue of Woman's Day for an article on this. She thought the rest of the chapter was clear and accurate.

Russell: Dr. Russell made some minor comments regarding this Chapter, such as substituting for the phrase, "you should adopt an attitude of absolute neutrality" the words, "you should try to be as neutral as possible."

Rogers: Mr. Rogers questioned the accuracy of several minor assertions in Chapter III.

12. Does Chapter III, Background Information on Alcohol, provide enough information for an adult group leader to be able to use the films and activities effectively? If not, what additional information do you feel should be included?

Works: Yes, with one exception: we should stress more the idea that adult group leaders need to get together and analyze and discuss their own attitudes toward alcohol before teaching about it.

Russell: Yes.

Rogers: Mr. Rogers felt we could add information about how alcoholism in the family affects the nonalcoholics in the family. He thought we should include a list of the "signposts" of alcoholism--sneaking drinks, gulping drinks, blackouts, etc.

## IV. Resources (Chapter IV)

13. Are there any entries in the Resources (Chapter IV) which you feel should be deleted or any other materials or agencies which you feel should be added?

**Works:** Yes. See answer a) to question 1.

**Russell:** No.

**Rogers:** No.

## V. Spirit Masters

14. Should any of the spirit masters we propose to develop be discarded because they are educationally unsound or adult group leaders would be unlikely to use them?

**Works:** Mrs. Works felt Spirit Master #1 was "the same old questionnaire" on facts and that we would do better to develop one on why people drink, drink abusively, abstain, etc. She also felt #4 ignored the problem drinker. She noted that we made the distinction between problem drinking and alcoholism well on pages 46-47, but the spirit master ignores any distinctions.

**Russell:** No.

**Rogers:** Yes. Mr. Rogers questioned the value of the first spirit master.

15. Are there additional spirit masters we should develop which adult group leaders might want to use when showing the films to their students or implementing the activities?

**Works:** No.

**Russell:** No.

**Rogers:** Yes. In general, since he liked the JACKSON JUNIOR HIGH films better than the DIAL A-L-C-O-H-O-L films, he would like to see more spirit masters which are designed for use with the former film series.

# Appendix Seven

## Pilot Test Report on Adult Group Leader Guide Second Draft

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## 1. Pease Air Force Base Results

**DEPARTMENT OF THE AIR FORCE**
HEADQUARTERS 509TH BOMBARDMENT WING (SAC)
PEASE AIR FORCE BASE, NEW HAMPSHIRE 03801

REPLY TO ATTN OF: SLD (Lt Goodwin/436-0100/2323) 23 November 1976

SUBJECT: Military Test of ABT Film Series and Accompanying Adult Leader Guide

TO: Mr. Peter Finn
ABT Associates Inc.
55 Wheeler Street
Cambridge, MA 02138

1. I am returning to you the extra materials we did not use during our test of your film series on alcohol. Also please note that the Group Leader Questionnaires have been completed and are being returned. I have asked the instructors involved to be as candid as possible and I am sure you will note they have been.

2. During our incorporation of your films into our lesson plan we encountered many difficulties. Most of our difficulties centered around the films and the target audience they were developed for. Overall we found the films unsuitable for an adult audience. To further aid you in your decision on whether to develop an Adult Leader Guide, a brief synopsis of each film and how it was received is provided.

a. "Legend of Pauley Green" - We used this film during our first session. The age group was from 30-40 and this film was not too well received. General comments were that the film was alright; however, it was entirely too basic. The discussion that this film stimulated was more a critical review of the film rather than a discussion about alcohol and its use/abuse. This is disturbing. Generally, comments about this film were that it was good for children but not adults. There was some learning, however.

b. "Hotline" - This film was used on a group of students ages 25-38. Although it was much better received overall, again, the comments during discussion centered mainly around the film having a lower aged target audience. There was some useful discussion on alcohol and its use/abuse following the initial critiques of the film series.

AMERICAN REVOLUTION BICENTENNIAL 1776-1976

*Peace . . . . is our Profession*

c. "Like Father, Like Son" - This film was used on a much younger age group and much better received by them. A good discussion followed the viewing and a lot was learned. The average age was about 20 and this seemed to be a big factor in how the film was received. Ironically, this age group generally indicated that the film would be good to use in PTA, etc.

d. "In The Beginning" - Again this film was used on a younger age group and therefore better received. Generally good discussion followed this film in the area of values clarification. The comments in item a above apply to this film also.

3. As I indicated to you on the phone Monday, November 22, the films are targeted to different demographics than they were being utilized here during our usage. Generally, they were not too well accepted. The military has an extensive alcohol education program and this film series does not fit in. However, they may be useful for other groups of adults.

4. If my staff or I can be of any assistance to you in the future please feel free to ask. It was our pleasure in providing your firm with a test base, even though small, to aid in your development of adult leader guides.

Ray E. Goodwin
RAY E. GOODWIN, 1Lt, USAF
Drug/Alcohol Abuse Control Officer

GROUP LEADER QUESTIONNAIRE

Pease Air Force Base

Responses from Four Group Leaders

## A. THE ADULT LEADER GUIDE

1. Were the instructions for using the Adult Leader Guide clear and easy to follow?

   Very Easy 1,1,1,1    A Little Difficult ______    Difficult ______

   If they were a little difficult or difficult to follow, what parts were confusing or inadequate?

   2. The instructions were easy to follow-the problems lag in the fact that the content was significantly below the level normally taught to our students.

   (use back of page if you need more space)

2. Did you have any teaching problems which the Adult Leader Guide did not address?

   Yes 1,4    No 2,3

   If yes, what were these problems?

   1. The study guide does not explain how to overcome the adolescent nature of the films. They are directed towards younger audience therefore too much time is spent justifying their use in our program. This detracts from learning.

3. Did the Guide provide you with enough factual information about alcohol (its [illegible]

   Yes 2,3,4    No 1,

If not, what additional facts about alcohol would you have wanted?

1. For the person who has not been trained my guess is that the guides need to be expanded a bit. Health teachers for instance!

4. In general, were the activities detailed enough for you to use easily?

Yes 1,2, 4 No 3,

5. In general, were the activities too detailed -- did they provide you with more teaching instructions than you really needed or wanted?

Yes 2, 4 No 1,3,

6. Were the classroom activities appropriate to the interests and background of your students?

Completely _____ Mostly _____ Not Very 2, 3 Not At All 1,4

7. Did any of the activities you used fail to stimulate any student learning?

Yes 2 No 1,3,4

If yes, which activities failed to stimulate any learning? (Specify film and activity number.)

2. Most of the films were considered too juvenile although the information was appropriate.

8. Did you use any of the Spirit Masters?

Yes 3, No 1,2,4

If not, why didn't you?

1. Too basic! We already teach this and it is too easy a test under these circumstances should be good for other adults though.

2. Didn't fit our goals

9. If you did use one or more Spirit Masters, did you find them useful?

Very Useful______ Somewhat Useful 4 Not Useful 1,

If any were ineffective, which ones were they (give the number) and why were they ineffective?

1. Too basic for our use

10. Were there any other materials which you would have like to have had on Spirit Masters?

Yes______ No 1,3,4

If yes, what other materials would you have wanted on Spirit Masters?

11. If you were to use these films with another group would you want to use some of the activities from the Leader Guide again as preview, highlight, or follow-up activities?

Definitely 1, Probably 2,3,4 No______

If you would not use any of them again, why not?

1. With other groups (i.e., PTA) I would use very differently.

4. It would depend on the type and make up of the group.

## C. THE UNIT AS A WHOLE (FILMS AND GUIDE)

12. How did the preparation time for using the films and activities compare to your usual preparation time for a similar unit of study?

It Took Longer 4

It Took Same Amount of Time 1,2

It Took Less Time ______

13. Do you feel that the preparation required was worth it?

Definitely 1,3

Probably ______

No 2,4

14. How easy was it to implement the unit with military personnel as students?

Very Easy ______

Not Hard ______

Difficult 1,2,3,4

Impossible ______

If it was difficult or impossible, what problems did you have?

1. The films are directed to an entirely different age group. Tendency is to be critical of the film which detracts from the discussion.
2. We are assuming that the students already have the info. in the program and we are stressing intervention and confrontation.
3. Our age group is older than what the films are suitable for.
4. The package was inappropriate for the group's that we are required to educate. Military education has covered some material in similar way on a more adult level.

15. If you were to use the films with another group:

a. which films would you use? (Check all that apply.)

Route One 4

The Party's Over ______

Barbara Murray ______

Like Father, Like Son? 4

Hotline ______

In the Beginning 1,3,4

Al's Garage ______

The Legend of Paulie Green ______

b. what order would you show the films in? (Indicate by number.)

1. I don't care really! 3. Doesn't make any difference

Route One 4

The Party's Over ______

Barbara Murray ______

Like Father, Like Son? 4

Hotline ______

In the Beginning 4

Al's Garage ______

The Legend of Paulie Green ______

16. Did you have any other problems perparing or teaching the unit that have not been mentioned in this questionnaire?

Yes______ No 1,2,3,4

If yes, what other problems did you have?

17. What advice in using the unit would you give to a colleague who planned to use it with [illegible] similar to yours?

1. Don't use it.
2. Not to use it because it is inappropriate for older audiences
3. Lots of Luck
4. Be aware of the intent of the package program and select the films and order of showing very carefully. Be in touch with the group composition. With current requirements from Air Force consider an alternative to using the package.

18. Please indicate below which activities, by number, you used. Then rate the activity by number according to the following scale:

Very Useful = 1
Somewhat Useful = 2
Not Very Useful = 3
Not Useful At All = 4

1. N/A
3. Didn't use any

The first line has been filled in as an illustration of what to do.

| FILM | ACTIVITY NUMBER | RATING |
|---|---|---|
| The Party's Over | 4b | 1 |
| 4. In the Beginning | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

19. Please indicate below which Spirit Masters, by number, you used. Then rate the Spirit Master by number according to the following scale:

Very Useful = 1
Somewhat Useful = 2
Not Very Useful = 3
Not Useful At All = 4

1. N/A

4. N/A

| SPIRIT MASTER NUMBER | RATING |
|---|---|
| 3. #4 | #2 |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |

## OBSERVER QUESTIONNAIRE

Pease Air Force Base, Portsmouth, N.H.

### A. THE ADULT LEADER GUIDE

1. Did the activities enable the teacher to reinforce the goals of the films?

They were a Great Help _____ They Were of Some Help _____

They Were No Help __X__

If they were of no help, why not?

Group leaders were not prepared to make use of the films in the expected manner and felt the films were not appropriate for servicemen.

2. Did the teacher seem to need more factual information than was provided in the Adult Leader Guide?

Yes _____ No __X__

If yes, what additional information would have been helpful?

3. Did the teacher seem to have difficulty implementing any of the activities?

Yes _____ No __N/A__

If yes, which activities created a problem and how could these activities be revised to make them easier to use?

4. Was the teacher able to identify and use activities which seemed to be appropriate to the interests and background of the students?

A Lot______ Some______ One or Two______ None X

5. Did any of the activities fail to stimulate any student learning?

Yes______ No N/A

If yes, which ones and how could they be revised to become educationally useful?

6. In general, how difficult was it for students to participate in the activities?

Easy______ Not Hard______ Hard______ Impossible N/A

If it was hard or impossible, how could the activities be revised to make it easier?

7. Which activities did students seem to like best?

N/A

8. What activities did students seem to like least?

N/A

9. How could the Adult Leader Guide be revised to assist teachers to reinforce the goals of the films better?

Try to point out more forcefully the utility of the films and activities for use with adult audiences.

10. Which films did the students appear to enjoy and/or learn from? Evaluate each film used according to the following rating scheme:

enjoyed/learned from a lot = 1
some = 2
a little = 3
not at all = 4

| | enjoyment rating | learning rating |
|---|---|---|
| Hotline. . . . . . . . . . . . | 3 | 3 |
| In the Beginning . . . . . . . | | |
| Al's Garage. . . . . . . . . . | | |
| The Legend of Paulie Green . . | 2 | 2 |
| Route One.................... | | |
| The Party's Over............... | | |
| Barbara Murray................ | | |
| Like Father, Like Son?......... | 1 | 2 |

Representative commnents on films by selected servicemen.

The film presented many outstanding points which I for one were unaware of. For example the oxidation rate, and other physical aspects associated with drinking. Age: 26

The film covered too many side lines (i.e., bad counseling techniques, eating habits, partiality against young people and adults, etc.) which detract from the effect of the film. The idea good but I wouldn't suggest use of this film for USAF.
Age: 29

Good for high school audiences! I found it interesting, but it taught nothing new. Age: 32

It could be used at Commander's Call, but the fact that you have a captive auidence at a mandatory formation might mitigate against it.
Age: 38

In my judgment--this is an excellent film and most definitely has application to service personnel. Both young airmen and new parents and middle age career airmen and officers can benefit by this series of film. Age: 48

Film should be applied to Jr. and Senior High School children, or military and dep. personnel in that age area.

Sound quality poor. Animation good. Acting too mechanical. Adaptation to military questionable.

## 2. Adult Education Center Results

## GROUP LEADER QUESTIONNAIRE

DIVISION OF ADULT EDUCATION
MASSACHUSETTS STATE DEPARTMENT OF PUBLIC EDUCATION

### A. THE ADULT LEADER GUIDE

1. Were the instructions for using the Adult Leader Guide clear and easy to follow?

   Very Easy X     A Little Difficult______     Difficult______

   If they were a little difficult or difficult to follow, what parts were confusing or inadequate?

   (use back of page if you need more space)

2. Did you have any teaching problems which the Adult Leader Guide did not address?

   Yes______     No X

   If yes, what were these problems?

3. Did the Guide provide you with enough factual information about alcohol (its effects, alcoholism, etc.) to use the films and activities effectively?

   Yes X     No______

If not, what additional facts about alcohol would you have wanted?

The Adult Leader Guide and the Teacher Manual together furnished excellent, easily-digested material.

4. In general, were the activities detailed enough for you to use easily?

Yes X No ____

5. In general, were the activities too detailed -- did they provide you with more teaching instructions than you really needed or wanted?

Yes ____ No X

6. Were the classroom activities appropriate to the interests and background of your group?

Completely ____ Mostly ____ Not Very X Not At All ____

Because of shortage of time.

7. Did any of the activities you used fail to stimulate any student learning?

Yes ____ No X

If yes, which activities failed to stimulate any learning? (Specify film and activity number.)

8. If you were to use these films with another group, would you want to use some of the activities from the Leader Guide again as preview, highlight, or follow-up activities?

Definitely X Probably ____ No ____

If you would not use any of them again, why not?

Would arrange to have more time, at least 1-1/2 hours for each film, to use all three above activites

9. Are there other group activities we should add to the Guide that would be useful to include?

Yes_____ No X

If yes, what other activities might we include? Please be specific.

1. Again, time is the problem. Instead of including more activities, I would prefer to devote more attention to present activities.

2.

3.

4.

B. THE UNIT AS A WHOLE (FILMS AND GUIDE)

10. How did the preparation time for using the films and activities compare to your usual preparation time for a similar program?

It Took Longer _____ It Took Same Amount of Time _____

It Took Less Time X

11. Do you feel that the preparation required was worth it?

Definitely X Probably _____ No _____

Should have done more; under more pleasant circumstances, would have.

12. How easy was it to implement the films and activities with your group?

Very Easy ____ Not Hard ____ Difficult X ____ Impossssible ____

If it was difficult or impossible, what problems did you have?

Time, again, was the problem.

13. If you were to use the films with another group:

a. which films would you use? (Check all you would use.)

Route One X
The Party's Over X
Barbara Murray X
Like Father, Like Son? X
Hotline ____
In the Beginning ____
Al's Garage X
The Legend of Paulie Green ____

b. what order would you show the films in? (Indicate by number, 1 being the film you would show first.)

Route One 1
The Party's Over 3
Barbara Murray 2
Like Father, Like Son? 4
Hotline 1
In the Beginning 3
Al's Garage 4
The Legend of Paulie Green 2

(continued)

14. Did you have any other problems preparing or using the films and activities that have not been mentioned in this questionnaire?

Yes____ No X____

If yes, what other problems did you have?

15. What advice in using the films and activities would you give to a colleague who planned to use it with groups similar to yours?

Preview films, stressing highlights. Give ample time for discussion and critique. Especially in "The Legend of Paulie Green" stress was use, abuse and alcoholism.

16. Please indicate by film and number which activities you used. Then rate the activity according to the following number scale:

Very Useful = 1
Somewhat Useful = 2
Not Very Useful = 3
Not Useful At All = 4

The first line has been filled in as an illustration of what to do.

| FILM | ACTIVITY NUMBER | RATING |
|---|---|---|
| The Party's Over | 2 | 1 |
| Hotline | 2 | 1 |
| In the Beginning | 2 | 1 |
| Al's Garage | 2 | 2 |
| Legend of Paulie Green | 2 | 2 |

Should I use these films again with the same type of students (with some knowledge of Alcoholism), I would put more stress on fact that alcohol can be good or bad.

# Observer Questionnaire

# OBSERVER QUESTIONNAIRE

DIVISION OF ADULT EDUCATION
MASSACHUSETTS STATE DEPARTMENT OF PUBLIC EDUCATION

## A. THE ADULT LEADER GUIDE

1. Did the activities enable the teacher to reinforce the goals of the films?

They were a Great Help _____ They Were of Some Help X

They Were No Help _____

If they were of no help, why not?

2. Did the teacher seem to need more factual information than was provided in the Adult Leader Guide?

Yes _____ No X

If yes, what additional information would have been helpful?

3. Did the teacher seem to have difficulty implementing any of the activities?

Yes _____ No X

If yes, which activities created a problem and how could these activities be revised to make them easier to use?

4. Was the teacher able to identify and use activities which seemed to be appropriate to the interests and background of the students?

A Lot______ Some X_____ One or Two______ None______

5. Did any of the activities fail to stimulate any student learning?

Yes______ No X_____

If yes, which ones and how could they be revised to become educationally useful?

6. In general, how difficult was it for students to participate in the activities?

Easy X_____ Not Hard______ Hard______ Impossible______

If it was hard or impossible, how could the activities be revised to make it easier?

7. Which activities did students seem to like best?

Only discussions were used

8. What activities did students seem to like least?

See above

9. How could the Adult Leader Guide be revised to assist teachers to reinforce the goals of the films better?

No important changes needed.

10. Which films did the students appear to enjoy and/or learn from? Evaluate each film used according to the following rating scheme:

enjoyed/learned from a lot = 1
some = 2
a little = 3
not at all = 4

| | enjoyment rating | learning rating |
|---|---|---|
| Hotline. . . . . . . . . . . . . | 2 | 2 |
| In the Beginning . . . . . . . | 2 | 2 |
| Al's Garage. . . . . . . . . . | 2 | 2 |
| The Legend of Paulie Green . . | 1 | 2 |

## PARTICIPANT PROGRAM EVALUATION QUESTIONNAIRE

DIVISION OF ADULT EDUCATION
MASSACHUSETTS DEPARTMENT OF EDUCATION

1. Which Films did you see:

| | |
|---|---|
| 15 | Hotline |
| 13 | In the Beginning |
| 14 | Al's Garage |
| 16 | The Legend of Paulie Green |

2. Please rate the films you saw in terms of how much you learned from them.*

| Hotline | In the Beginning | Al's Garage | The Legend of etc. |
|---|---|---|---|
| | | 3 | 3 |
| 3 | | | |
| 3 | | | 4 |
| 3 | 4 | 3 | 3 |
| | | 3 | 3 |
| 4 | 4 | 3 | 3 |
| 3 | 3 | 3 | 3 |
| 3 | 4 | 3 | 3 |
| 2 | 2 | 1 | 2 |
| 3 | 2 | 1 | 1 |
| 3 | 3 | 2 | 2 |
| 4 | 3 | 2 | 1 |
| 3 | 3 | 2 | 3 |
| 3 | 3 | 3 | 3 |
| 4 | 4 | 3 | 4 |
| 3 | 4 | 3 | 3 |

3. Please rate the films you saw in terms of how much you enjoyed them.*

| Hotline | In the Beginning | Al's Garage | The Legend of etc. |
|---|---|---|---|
| 3 | | | 4 |
| 1 | | | 2 |
| | | 2 | 2 |
| 3 | 4 | 3 | 3 |
| 4 | 4 | 3 | 4 |
| 3 | 3 | 3 | 3 |
| 3 | 3 | 2 | 3 |
| 4 | 3 | 2 | 1 |
| 3 | 2 | 2 | 2 |
| 3 | 2 | 1 | 1 |
| 2 | 2 | 1 | 2 |
| 3 | 4 | 2 | 3 |
| 4 | 4 | 4 | 4 |
| 3 | 3 | 3 | 2 |
| | | 2 | 2 |
| 3 | 4 | 2 | 3 |

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* Rating system: enjoyed/learned from a lot = 1
...some = 2
...a little = 3
...not at all = 4

PARTICIPANT PROGRAM EVALUATION QUESTIONNAIRE

Question 4

4. Please indicate what you didn't like about each of the films.

Hotline:
- Seemed inauthentic - some misinformation and poor advice - poor acting.
- I think this film gave a little bit of basic information to the person that knows nothing about the field.
- The films are too superficial.
- Unrealistic portrayal of adults as in barroom.
- Mainly that I'm an adult and all the films were geared toward high school students.
- Repetitive - too long
- The presumptions of the hotline operators, spouting facts and figures, with no experience to back them up.
- Not enough information
- For a young group
- Overburdened with youth
- When the police took the boy's license, he didn't read him his rights.
- Boring.
- Patronizing, simplistic.

PARTICIPANT PROGRAM EVALUATION QUESTIONNAIRE

Question 4 (continued)

4. Please indicate what you didn't like about each of the films.

In The Beginning:

- Very poor acting; situations seemed extreme and therefore ridiculous (e.g., young girl being forced to drink by her mother).
- I think this film showed the troubles arising from the subject of alcohol.
- Problem of etiquette seemed trivial and unrelated to alcoholism.
- Too much time devoted to just the moral issue - could have been shortened considerably.
- Adults were treated as being assinine, with the "wise" children solving the problem.
- Made adults look like idiots.
- For a young group
- Overburdened with youth
- It was a bore

Al's Garage:

- This was the best - no major criticism
- Much too drawn out for the point at hand.
- It was too faky and exaggerated like the government, the party.
- Good
- The interference by his girlfriend in BJ's life
- Good
- Best of the four; good info on safe driving
- For a young group
- Overburdened with youth

PARTICIPANT PROGRAM EVALUATION QUESTIONNAIRE

Question 4 (continued)

4. Please indicate what you didn't like about each of the films.

The Legend of Paulie Green:

- Ok. A bit slow.
- I enjoyed this film the most because for people who are unfamiliar with the alcoholic, it shows you where it's at.
- I didn't think that the hotline's responses were very effective.
- Good
- Green's alcoholism seemed a bit contrived; again, the pseudo-sophistication of the hotline operations.
- Good
- Basic info.; general knowledge. All four films could be cut down into 20 minutes. A lot of film for so little knowledge.
- A little more mature
- Overburdened with youth.
- It was too short
- Superficial. Passed over lightly some complex problems.

Route One:

- Fair

The Party's Over: No responses

Barbara Murray: No responses

Like Father, Like Son? No responses

5. Do you feel the number of hours you spent studying alcohol was:

Just Right (10) Too Few (3) Too Many (2)

## PARTICIPANT PROGRAM EVALUATION QUESTIONNAIRE

### Question 6

6. Of all the things you did in this program, which ones helped you learn the most about alcohol?

- Probably "Al's Garage" I really didn't learn very much from any of the films, but I have read a great deal and am quite well informed about alcohol and alcoholism.
- I thought it was interesting to hear some of the people involved in the field. It shows that slowly more and more is being done for the help and recovery of alcoholics.
- I don't think I have learned much in this program. I expected more about the course.
- Some speakers and reading books.
- Discussion; teacher questioning.
- The movies helped a great deal. A lot of factual info. was given which in turn the class elaborated on and discussions followed on personal happenings.
- Question periods after each speaker; factual data.
- Discussion
- The five types of alcoholics and how they differ.
- Self experience
- "Al's Garage."
- Jellinek's Alpha Beta - etc. alcoholics.
- Breathalizer portrayal; ABC levels; discussion concerning how attitudes and moods change after drinking. Portrayal of Al in "Hotline" - how he dealt with R.J.

PARTICIPANT PROGRAM EVALUATION QUESTIONNAIRE

Question 7

7. Of all the things you did in this program, which ones did not help you to learn anything about alcohol?

- Probably "Al's Garage." I really didn't learn very much from any of the films but I have read a great deal and am quite well informed about alcohol and alcoholism.
- Actually everything gave me a bit more knowledge, if nothing else.
- I learn a little bit in each thing.
- Although I enjoy a good discussion, many times I found myself bored with some of the discussions between fellow classmates. A lot was mainly opinionated and some of the info. had no basis.
- Movies - the speakers who were speaking about laws, management, etc., were too erratic in their approach.
- All things helped me.
- None.
- Showing the wrong films.
- Hotline
- Legend of Paulie Green

## PARTICIPANT PROGRAM EVALUATION QUESTIONNAIRE

### Question 8

8. Which activities did you engage in before or after seeing the films? Please identify briefly all those you remember (five or six words for each activity will be fine):

- Discussion before and after
- After seeing the film - fill the Program Evaluation
- None
- Not explained well - N/A
- Questions
  Discussion on interpretation
- Discussion of films - disappointment
- I drank and drove
- Talking about the films
  What you got out of the films
  How you felt they helped you
- No relation. Immature films
- Discussion before and after
- Participation in Alcoholism Counseling Service
  Attended AA Meetings
  Encouraged a friend to get help with alcohol problem

PARTICIPANT PROGRAM EVALUATION QUESTIONNAIRE

Question 9

9. Which of these activities did you learn the most from?

- I didn't really learn anything from the discussion.
- Not explained well - N/A
- Discussion
- Discussion of films
- Discussion of the films after they had been shown
- No relation. Immature films.
- Questions before the films (ones in which the films would give the answers) raised my interest (particularly if I was unsure of the answers). I think this is a good teaching method.
- Alcoholism Counseling Service
  Attendance at AA meetings

PARTICIPANT PROGRAM EVALUATION QUESTIONNAIRE

Question 10

10. Which of these activities did you learn the least from?

- These questions are somewhat ridiculous; not specific enough.

## PARTICIPANT PROGRAM EVALUATION QUESTIONNAIRE

### Question 11

11. Are there any other activities you would have liked to engage in besides the ones you did? (check one)

Yes _____ No _____ If yes, what else would you have liked to do?

- No
- No
- Yes - longer discussions after viewing films
- Yes - role playing
- These questions are somewhat ridiculous - not specific enough.
- Yes - more direct participation of the group besides their personal experiences.
- Yes - group discussions on the reading materials.
  More discussion that could allow personal experiences from the class members.
- Yes - I think it was done well, but I do think that a little more about the alcoholics themselves would have helped.
- Yes - I'm not sure if I'd like to do it here, but I think activities like role playing are useful (and they make classes more interesting).

## PARTICIPANT PROGRAM EVALUATION QUESTIONNAIRE

### Question 12

12. What would you say were the three most important things you learned from the activities you engaged in?

- We really didn't engage in any activities. I don't think I learned anything, although I think the films contain some valuable information.
- Well, I learned more about the statistics part of the whole scene. Good!
- Alcoholism as a Disease. Attitude change that comes with this realization. The Alcoholic must help himself, while seeking help.

## PARTICIPANT PROGRAM EVALUATION QUESTIONNAIRE

### Question 13

13. If you have any other comments about the program, please feel free to record them below. All your suggestions will be appreciated.

- Your program was as effective as could be expected; and information also. However, nothing can substitute for having been there!
- NOTE: I'm an adult recovered alcoholic. Don't insult my intelligence!
- Next time you give out questionnaires, adapt them to the age group you are dealing with. Otherwise you'll get the same answers recorded on previous pages.
- It should be made clearer that becoming or not becoming an alcoholic may have little or nothing to do with 'responsible' drinking decisions.
- The program's emphasis should be not only for those having alcoholic problems but also for those professionals that deal with alcohol problems.
- Overall good.
- I think the films (especially the first two) are terrible, but I liked seeing them nonetheless because I am interested in films and in the "educational approach to alcoholism. The manuals and materials prepared by Abt seem very good - even terrible films can be put to good use by a creative teacher, but what a waste of money!

# PRE/POST QUIZ ON ALCOHOL
DIVISION OF ADULT EDUCATION
MASSACHUSETTS STATE DEPARTMENT OF PUBLIC EDUCATION

1. Alcohol is a drug.

   True 13:12 False 0:0

2. A "shot" of whiskey (1-1/2 ounces) has more alcohol in it than the average glass of wine (5 ounces) or can of beer (12 ounces).

   True 3:0 False 10:12

3. Drinking three or four drinks always has the same effects on a person every time he drinks.

   True 1:0 False 12:12

4. A small person will usually get drunk faster than a large person if he has the same number of drinks.

   True 7:8 False 6:4

5. Eating before drinking makes it somewhat harder for alcohol to have any effects on a person.

   True 8:12 False 5:0

6. You can usually tell if someone is intoxicated by watching him for several minutes -- especially if he gets up and walks around.

   True 7:5 False 6:7

7. The caffeine in a couple of strong cups of coffee will help a person sober up.

   True 1:1 False 12:11

8. A blackout is when a person passes out from drinking too much.

   True 1:0 False 12:12

9. There are a number of ways a hangover can be cured, such as taking vitamins, having another drink, and eating some food.

   True 0:1 False 12:11

10. Anyone who drives a car once or twice a month when he is "high" or "tight" has a drinking problem.

True 6:10 False 7:2

11. An alcoholic is someone who

a. drinks too much once in a while 3:4 True ☐ False ☐ 7:5

b. can't stop drinking once he or she starts 12:10 True ☐ False ☐ 0:0

c. has problems because of his or her drinking 12:11 True ☐ False ☐ 0:0

12. It's very difficult for someone to become an alcoholic by drinking just beer.

True 0:0 False 13:12

13. Most alcoholics have jobs and live with their families.

True 13:12 False 0:0

14. Almost all alcoholics are men; there are very few women alcoholics.

True 0:0 False 13:12

15. There are many more alcoholics in this country than drug addicts.

True 12:11 False 1:1

16. Once people become alcoholics, it's too late to help them.

True 0:0 False 13:12

17. Drinking alcohol does different things to different people. For example, it makes some people feel good, some people sad, others happy, still others angry. Why does alcohol have different effects on different people? List all the reasons you can think of.

______________________________________________

______________________________________________

______________________________________________

______________________________________________

______________________________________________

## 3. National Council on Alcoholism Site Results

## GROUP LEADER QUESTIONNAIRE

## NCA SITES*

- Please complete a separate Questionnaire for each group who viewed the films.
- Please indicate how many participants were:

social workers: Bos-3; NC-3
counselors: Bos-2; NC-2
recovering alcoholics: Bos-10, NY-4, LA-8
program staff: Bos-3, NC-2
nurses: Bos-1, NC-2, Al-2

no special affiliation: Bos-1; NC-2
NY-all
other (specify) NC-Al-Anon-5
Al-teachers-3
LA-community leaders-8
minorities: Bos-1, NY-0, Al-0, LA-13

### A. THE ADULT LEADER GUIDE

1. Were the instructions for using the Adult Leader Guide clear and easy to follow?

Very Easy NY, LA, AL, NC A Little Difficult ______ Difficult ______

If they were a little difficult or difficult to follow, what parts were confusing or inadequate?

NY - No page number provided on page 15, line 13
Al - with one exception: Group leader needs to be advised of time factor.

(use back of page if you need more space)

2. Did you have any teaching problems which the Adult Leader Guide did not address?

Yes ______ No LA, NY, AL, NC

If yes, what were these problems?

Al - No problems at all due to two factors: (1) A very complete and concise Guide, (2) A sophisticated group to teach.

3. Did the Guide provide you with enough factual information about alcohol (its effects, alcoholism, etc.) to use the films and activities effectively?

Yes NY, AL, NC No LA

---

*NY = New York, NC = North Carolina, Bos = Boston, Al = Alaska, LA = Los Angeles

If not, what additional facts about alcohol would you have wanted?

Al - Excellent references and sources.

LA - More input about alcoholism as a disease and the progression of the disease.

4. In general, were the activities detailed enough for you to use easily?

Yes NY, LA, Al, NC No ______
Al-excellent, stimulating

5. In general, were the activities too detailed -- did they provide you with more teaching instructions than you really needed or wanted?

Yes Al No LA, NC, NY

6. Were the classroom activities appropriate to the interests and background of your group?

Completely ______ Mostly Al, NY, NC, LA Not Very ______ Not At All ______

7. Did any of the activities you used fail to stimulate any student learning?

Yes Al No NY, LA, NC

If yes, which activities failed to stimulate any learning? (Specify film and activity number.)

Al - Role play not useful

8. If you were to use these films with another group, would you want to use some of the activities from the Leader Guide again as preview, highlight, or follow-up activities?

Definitely Al Probably LA, NY, NC No ______

If you would not use any of them again, why not?

9. Are there other group activities we should add to the Guide that would be useful to include?

Yes LA, Al No NY, NC

If yes, what other activities might we include? Please be specific.

1. NC - You already have an abundance of group activities suggested, and any further suggestions would be just too much.

2. Al - Students could write their impression of how alcohol affects physiology prior to film showing.

3. LA - Input on Alcoholics Anonymous, Al-Anon and Alateen, and on state and local recovery programs available for help.

4. ______

B. THE UNIT AS A WHOLE (FILMS AND GUIDE)

10. How did the preparation time for using the films and activities compare to your usual preparation time for a similar program?

It Took Longer Al, NY, NC It Took Same Amount of Time ______

It Took Less Time ______

11. Do you feel that the preparation required was worth it?

Definitely LA, Al Probably NY, NC No ______

12. How easy was it to implement the films and activities with your group?

Very Easy Al, NY, NC Not Hard ____ Difficult ____ Impossssible ____

If it was difficult or impossible, what problems did you have?

______________________________________________

______________________________________________

______________________________________________

______________________________________________

______________________________________________

13. If you were to use the films with another group:

a. which films would you use?* (Check all you would use.)

Route One Al, NC

The Party's Over NY, NC, Al

Barbara Murray Al, NC

Like Father, Like Son? NY, Al, NC

Hotline LA, Al

In the Beginning Al

Al's Garage NY, Al, LA

The Legend of Paulie Green Al, NY, LA

b. what order would you show the films in? (Indicate by number, 1 being the film you would show first.)

Route One 1; 1; 1

The Party's Over 2; 2; 2

Barbara Murray 3; 3; 3

Like Father, Like Son? 4; 4; 4

Hotline 1; 1; 1; 1

In the Beginning 3; 2; 2; -

Al's Garage 4; 3; 3; 2

The Legend of Paulie Green 2; 4; 4; 3

*NY - Groups considered Route One, Barbara Murray, Hotline and In the Beginning to be too "cutesy."

(continued)

14. Did you have any other problems preparing or using the films and activities that have not been mentioned in this questionnaire?

Yes Al, NY No LA, NC

If yes, what other problems did you have?

NY - Groups found spirit master #4 to be repetitious after having answered the Pre-Post Questionnaire.
- Two (out of three) groups found the distinction between problem drinking and alcoholism to be confusing. My stressing "choice to abuse alcohol" seemed to help.

Al: Time!!

15. What advice in using the films and activities would you give to a colleague who planned to use it with groups similar to yours?

NY - See films first
- Study Group Leader Guide
- Stop activities that become tedious or
- Plan for many hours a session--it's really too long a time to concentrate for most.
- If group has more than 10 participants, have one group leader for each 10.

Al - Advise him of the time needed for in-depth coverage.

16. Please indicate by film and number which activities you used. Then rate the activity according to the following number scale.

Very Useful = 1
Somewhat Useful = 2
Not Very Useful = 3
Not Useful At All = 4

The first line has been filled in as an illustration of what to do.

| FILM | ACTIVITY NUMBER | RATING |
|---|---|---|
| The Party's Over | 2 | 1 |
| Hotline | Al-2, LA-1, NY-1,2,3 | Al-1, LA-1, NY-1,2,2 |
| In the Beginning | NY-1,2,3 | NY-2,2,2 |
| Al's Garage | Al-2, NY-1,2,3,4, LA-2 | Al-1, LA-1, NY-3,2,2 |
| Legend of Paulie Green | Al-4, LA-3, NY-1,2,3 | Al-1, LA-1, NY-3,2,2 |
| Route One | NY-1,2,3; Al-1, NC-1 | NY-2,2,1; Al-1, NC-2 |
| The Party's Over | NY-1,2,3; Al-2; NC-1 | NY-1,1,1; Al-1; NC-2 |
| Barbara Murray | NY-1,2,3; Al-2; NC-2 | NY-2,2,2; Al-1; NC-1 |
| Like Father Like Son | Ny-1,2,3; Al-2; NC-2 | NY-3,1,2; Al-1, NC-1 |
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## GROUP LEADER REPORT: ALASKA

June 12, 1977

Dear Peter,

The Summer Workshop has come to a close. The critiques from the participants indicate we delivered what they were looking for.

Enclosed are the Participant Program Evaluation Questionnaires and a Group Leader Questionnaire as well as five film comment cards.

The group was not as large for reviewing your films and dicussing the teacher guides as hoped, but the quality of the group was high. The sessions took place after a full day of lecture for four consecutive days. The group held together for an average of one and one half hours for pre-film discussion, film viewing and post film discussion. The films and guides could easily have held a group of this quality together for a three day workshop. Time was limited with so much to cover.

The only serious criticism I have is that group leaders need to be advised the time needed to conduct an in-depth critique of your program. Otherwise, the report could be somewhat perfunctory.

I accomplished several objectives:

1. Gathered together a group of educators for an extended time from Kodiak Education to view and discuss educational tools on alcohol awareness.
2. Allowed the Kodiak Council on Alcoholism Power Structure to understand the need for Alcohol Education in Kodiak schools and the necessity of teacher training and implementation.
3. Convinced Kodiak Council on Alcoholism to purchase the complete film series Dial A-L-C-O-H-O-L and Jackson Junior High along with the teacher guides, etc. to accomplish goals in their grant (which I wrote before leaving) in the area of Primary Prevention.
4. Sold the educators on using the film series and teacher guides in the coming academic year.

Conclusions: Very difficult evaluation to wrap-up due largely to time. I enjoyed doing it and learned a good deal. Very compatible with my professional philosophy.

Regards,

Brian Kelly

## PARTICIPANT PROGRAM EVALUATION QUESTIONNAIRES (5)
## ALASKA

1. Which films did you see?

4 Hotline
0 In the Beginning
4 Al's Garage
4 The Legend of Paulie Green
5 Route One
4 The Party's Over
4 Barbara Murray
5 Like Father, Like Son?

2. Please rate the films you saw in terms of how much you learned from them.

| Hotline | In the Beginning | Al's Garage | The Legend of etc. |
|---|---|---|---|
| 3 (1)* | | 2 (2) | 2 (1) |
| 1 (2) | | 2 (1) | 3 (1) |
| 3 (2) | | 4 (2) | 4 (2) |
| 2 (2) | | 1 (1) | 1 (1) |

| Route One | The Party's Over | Barbara Murray | Like Father, Like Son |
|---|---|---|---|
| 3 (3) | 2 (1) | 2 (1) | 3 (2) |
| 3 (2) | 3 (1) | 2 (2) | 1 (1) |
| 3 (2) | 1 (4) | 3 (1) | 2 (4) |
| 4 (2) | | | 3 (2) |
| 3 (2) | 1 (1) | 1 (1) | 2 (3) |

3. Please rate films you saw in terms of how much you enjoyed them.
(The answers are in parentheses in the answers to the question above.)

4. Please indicate what you didn't like about each of the films.

All pretty well done - very little I didn't like.

Hotline:
- Well done
- Premise is sometimes a little difficult to believe. Some commentary hard to believe.
- OK
- The variety of presenting the problem of alcoholism and heavy drinking with the presentation of each film was good. There were no dislikes for myself.

Al's Garage:
- The girl having 4 drinks per hour looked like she was having fun.
- Some coincidences too obvious and too conveniently connected.
- Super
- With no dislikes, maybe some teenagers might try the drinks and balance beam test and run into some trouble.

The Legend:
- We do not have active Alateen or Alanon group in our community however, film explained these groups well.
- No problems
- Ok

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*Answers in parentheses are for question #3.

Question #4 continued...

Route One:
- Much information in short time. Will need much follow-up discussion.
- Too short to develop conversation later and fully develop each topic.
- Would need to be shown more than once and thoroughly discussed and facts explained -- lots of material for such a short film.
- Good

The Party's Over:
- Thought it was very good. Showed peer pressure. Good ending that could lead to discussion.
- Good comments on ages for allowing drinking. Good discussion areas. Children too stereotyped into lesser intelligent and socioeconomic group.
- Pretty heavy - certainly ought to get lots of discussion going. Presented to school board first -- parental responsibility -- party kids alone

Barbara Murray:
- Good showing of cultures, religions, seemed like lots of background noise at times so really bad to listen
- Unlikely teaching situation, good peer pressure on Barbara. Good ending.
- Interesting examples of pressure from others.

Like Father...:
- Perhaps could have shown more on Alateen group.
- Maybe needs some softening. Film for Jr. High may be too hard hitting. Very guarded introduction in preparing for this one.
- Showed self-deception of father and how difficult it is for people to admit the problem.
- Picture always depicts the hard core drinker -- would like to see some reference to the earlier stages.

5. Do you feel the number of hours you spent studying alcohol was:

   3 Just Right     1 Too Few     No answer on others

6. Of all the things you did in this program, which ones helped you learn the most about alcohol?

- Discussions. Viewing films.
- The discussions of the film and the information they contained.
- Lectures
- Discussion after each film.

## PARTICIPANT PROGRAM EVALUATION QUESTIONNAIRE
## ALASKA

7. Of all the things you did in this program, which ones did not help you to learn anything about alcohol?

- All helped
- The role playing idea was not helpful and tended more to perpetuate stereotypes then build new images.
- The things that I did not learn, was because I'd had previous exposure to the subject.
- There was something learned no matter how you look at it.

8. Which activities did you engage in before or after seeing the films?

- Group discussion prior to showing of film. Group discussion after showing films.
- Discussion of film goals (before). Objectives and outline. Discussion of teacher manual. Individual opinions of films discussed. Topic area discussion.
- Discussion.

9. Which of these activities did you learn the most from?

- Discussions - films.
- Topic area discussion.
- Lectures
- Discussion

10. Which of these activities did you learn the least from?

- Learned some from all activities.
- Role playing (discussion of)
- Movies (but the most enjoyable)

11. Are there any other activities you would have liked to engage in besides the ones you did?

- No
- Yes, mostly just needed more time then was available.
- No

12. What would you say were the three most important things you learned from the activities you engaged in?

- 1. Basic factual material
  2. All right not to drink, how to handle peer pressure
  3. Where to get help.
- 1. Availability of information the most important thing for me.
- 1. How other people feel about alcoholism and heavy drinking.

## PARTICIPANT PROGRAM EVALUATION QUESTIONNAIRE
## ALASKA

13. If you have any other comments about the program, please feel free to record them below.

- Well done series of films.
- May be some areas where the suggested comments and questions might be too involved or too personal.
- Excellent program -- well worth the while.
- The films were all good. Something was learned from every one in a different aspect. We did not do any activities other than some discussion after the films so this questionnaire was not helpful.

## PARTICIPANT EVALUATION QUESTIONNAIRES
## NCA, LOS ANGELES

1. Which films did you see?

| | | | |
|---|---|---|---|
| 15 | Hotline | 2 | Route One |
| 14 | In the Beginning | 2 | The Party's Over |
| 16 | Al's Garage | 1 | Barbara Murray |
| 14 | The Legend of etc. | 2 | Like Father, Like Son |

2. Please rate the films you saw in terms of how much you learned from them.

3. Please rate the films you saw in terms of how much you enjoyed them. (Numbers in parentheses are ratings for question 3)

| Hotline | In the Beginning | Al's Garage | The Legend of etc. |
|---|---|---|---|
| 2 (2) | 2 (2) | 2 (2) | 2 (2) |
| Only check marks were used. Participant did not rate by the numbers. | | | |
| 4 (4) | 4 (4) | 4 (4) | 4 (4) |
| 2 (3) | 2 (3) | 2 (3) | 2 (3) |
| 2 (2) | 2 (2) | 1 (1) | 2 (2) |
| 2 (1) | 2 (1) | 2 (1) | 2 (1) |
| 4 (3) | 2 (2) | 2 (3) | |
| 3 (2) | 3 (2) | 3 (2) | 3 (2) |
| 3 (3) | 3 (3) | 3 (3) | 3 (3) |
| 3 (3) | | 3 (3) | 3 (3) |
| 1 (2) | 1 (2) | 2 (2) | 2 (2) |
| | 1 (1) | | (1) |
| 2 (3) | 2 (1) | 2 (2) | 2 (2) |
| 4 (4) | 3 (4) | 4 (4) | 4 (4) |
| 2 (2) | 2 (2) | 2 (2) | 2 (2) |
| 1 (1) | 1 (1) | 1 | |

| Route One | The Party's Over | Barbara Murray | Like Father, etc. |
|---|---|---|---|
| 2 (1) | 2 (1) | | 2 (2) |
| 1 (1) | 1 (1) | 1 | 1 (1) |

4. Please indicate what you didn't like about each of the films.

Hotline:

- It was good. I like it.
- Since the film was for youngsters, I consider it infantile in some places.
- I liked them all.
- "The kids was to young"
- It didn't touch me.
- Not much story to it.
- Too much on young people's ways.
- Kids playing the parts.
- Too much jabbering from kids. It did not really say too much.
- Script: Bad. Production Value: very little. Casting & Acting: bad. Message: Bad.
- Could not relate to the kids.
- You learn a lot about drink and driving.

# PARTICIPANT PROGRAM EVALUATION QUESTIONNAIRE

Question 4 continued...

In the Beginning:

- It was good. I like it.
- No kind of reasons.
- Too much friction between families for being friends.
- Too much on young people's ways.
- Was too much bickering between parents of girl and uncle of boy.
- Script: Bad. Production Value: very little. Casting & Acting: bad. Message: Bad.
- The nondrinker's attitude.
- The man was calling on the telephone.

Al's Garage:

- It was good.
- Percentage of alcohol in the blood system.
- Don't believe kids can do the job. You have to understand.
- Too much on young people's ways.
- Enjoyed all.
- These young people seem to have been too easily led.
- Script: bad, etc.
- Could not relate to the kids.

The Legend etc.:

- I like it.
- Don't believe kids can do the job. You have to understand.
- Too much on young people's ways.
- Enjoyed all.
- Did not go into enough detail.
- Script: bad, etc.
- Insufficient data

The Party's Over:

- They was little bit too noisey.

Like Father, Like Son:

- Liked it all.
- Father wanted his son's girl friend to drink.

5. Do you feel the number of hours you spent studying alcohol was:

Just Right (6)    Too Few (2)    Too Many (4)

## PARTICIPANT PROGRAM EVALUATION QUESTIONNAIRE

6. Of all the things you did in this program, which ones helped you learn the most about alcohol?

- AA
- Films and discussions
- All of them
- Hotline
- The effects it has on the motor system of the brain.
- Discussions and speakers
- The movies that show you in black and white what alcohol is and how your body consumes it.
- AA meetings
- The films and oral discussion
- What it does to you
- Certain AA meetings and discussions with the instructor of our class.
- Statistics and chemistry of alcohol
- Hotline

7. Of all the things you did in this program, which ones did not help you to learn anything about alcohol?

- Places you go for alcoholic help.
- None
- Hotline
- They all helped to some extent
- They all helped
- All helped
- Written questionnaire
- I think they all helped somewhat
- Seeing the four previously mentioned films
- None
- All of them. Hotline

8. Which activities did you engage in before or after seeing the films?

- We had lectures and group discussions.
- Work
- Work every day
- Discussions
- Drinking, drinking & driving, drinking to be social, then going to AA meetings, stopped drinking, alcohol classes.
- AA program

9. Which of these activities did you learn the most from?

- Discussions
- Legend of Paulie Green
- This one
- The films the way they show us up when drunk
- Al's Garage
- Discussion
- AA meetings. Alcohol classes. Getting on a health kick. Oddly enough, I've learned a lot by not drinking and being around people who still do especially in my field of work where they drink from morning 'till night and into the next morning--the motion picture industry.
- AA

10. Which of these activities did you learn the least from?

- Fourth
- Hotline
- None
- No comment

11. Are there any other activities you would have liked to engage in besides the ones you did?

- No
- No
- No
- No
- No
- Yes, more training movies. more speakers.
- No
- Yes, more open discussion
- Yes, more sports. Now that I've stopped the drinking bout, I can.

12. What would you say were the three most important things you learned from the activities?

- Attack of the brain system. Alcohol blood count. Alcohol in the stomach system.
- Drink and stay (can't read). Don't drink and(can't read). Be rich.
- Can't drive and drink. Drinking is not necessary at all. Drink is bad for health.
- Just 3 words. To quit drinking.

13. If you have any other comments about the program, please feel free to record them below.

- OK
- I think we could have more speakers from actual experiences

# Appendix Eight

## Consultants' Review Comments on Teacher Training Booklet First Draft

# CONSULTANTS' COMMENTS ON
# TEACHER TRAINING BOOKLET FIRST DRAFT

## General Comments

Howard Blane, Professor of Education and Clinical Psychology, University of Pittsburgh

Very well done. Booklet covers a tremendous amount in a short amount of space; a bit overwhelming--some trainers might be threatened.

Jane Lawson, formerly Education Analyst, Abt Associates Inc.

The booklet is very good and covers a great deal of ground in only eleven pages.

Patricia O'Gorman, Director Prevention and Education Department, National Council on Alcoholism

Very well organized and information presented is very good.

Robert Russell, Professor of Health Education, University of Southern Illinois, Carbondale

Really fine job; a good booklet; first four pages are really good stuff; the comments in section two are very provocative.

Question 1: Would teacher trainers be likely to use the films? Which ones would they be most likely to use?

Blane: If booklet were not quite so rich, and if they could be led to see the advantage of doing so--as the booklet does. No particular films seem more likely than any others to be used: will depend on the personal preferances of each trainer.

Lawson: I have no idea.

O'Gorman: Yes if two points are brought out: (1) The problem of how teachers should handle questions from students regarding their (the teachers') personal drinking habits--many teachers are very concerned about this issue; and (2) how teachers act as role models for their students in terms of attitudes toward alcohol and drinking practices. Which films are used will depend on the trainer and his or her audience.

Russell: Trainers will be unlikely to use all eight films because of lack of time and the narrow focus on one issue--teenage drinking--and one educational approach--audiovisual materials. It's impossible to predict which films trainers will use.

Question 2: Would teacher trainers be likely to make us of the Teacher Training Booklet if they used the films? If not, can the Booklet be revised so they would? If so, how should it be revised?

Blane: Yes, NA, NA.

Lawson: They should. The Booklet does all the work for them.

O'Gorman: As a quick reference, not in depth. They will be more likely to use it if it treats the two points I mentioned in response to question 1 (see above).

Russell: Some would, some wouldn't. It would be helpful but also frustrating because use of the booklet could extend class time and because it's hard to choose from among the topics. You also need to make it clearer that the Booklet is designed for teacher educators. Booklet is of most use if reader has already seen the films. Will this be the case? If not, you might include the synopses from the JACKSON JUNIOR HIGH and DIAL A-L-C-O-H-O-L Teacher Manuals.

Question 3: Is the general format and organization of the Booklet clear and helpful? If not, how could it be rearranged to increase its usability?

Blane: Yes, very clear and very well organized.

Lawson: You have an awful lot on each page. The format is not very interesting, but I know you need the space that other formats would require. As it stands, it's quite readable.

O'Gorman: Yes.

Russell: Yes it is, but you might want to confine each film to a separate page in section two of the Booklet.

Question 4: We must shorten the Booklet draft. What parts do you feel can be eliminated either because they are not needed or because they have the lowest priority for being left in?

Blane: Extremely difficult to say. You might drop the evaluation item and the curriculum development points if you have to cut somewhere.

Lawson: It would be a shame to drop anything. However, the section on the specific films does seem to go on and on. Although most, if not all, is excellent, visually it looks too long. On more than one occasion I thought you were groping for ideas for "evaluating teaching methods." You might be able to drop this section from the film section completely. You don't do much more under each film than rehash #5 under General Ways to Use the Films.

O'Gorman: See comments in response to Questions 8 and 10.

Russell: See comments in response to Questions 8 and 10.

Question 5: Even though we must shorten the draft, are there any important teacher training issues the booklet does not treat which teacher trainers could raise in conjunction with showing the films?

Blane: Emphasize peer learning more--especially with reference to the DIAL A-L-C-O-H-O-L films. You might also discuss how teachers should work with the school as a social system so education about alcohol becomes an integral part of the system composed of parents, school administrators, school board members, and students, all of whom need to work together. Also, expand on the importance of teacher and student attitudes--this is a key thing in alcohol education, probably the most important thing. How can kids' attitudes toward alcohol be changed? Add as a discussion topic: What is one's responsibility around alcohol use generally--not just in terms of problem drinking? Finally, your discussion of "objectivity" in alcohol education is ambiguous--what do you mean by the word?

Lawson: No.

O'Gorman: See my comments in response to Question 1.

Russell: Nothing.

Question 6: Is the matrix or chart on the back cover useful? Is it easy to use? If it is either not useful or difficult to use, can it be revised to become so or should it be discarded?

Blane: The chart wouldn't be used, and it's a fairly complicated kind of chart. Drop it. (I have a personal bias against charts.)

Lawson: Keep the matrix--it is good and goes onto the back cover easily.

O'Gorman: Yes, it's very useful. I really like it.

Russell: It's very useful and easy to use. It's one of the best things about the booklet.

Question 7: Are there any topics we should add to the chart? Should any that are presently on it be dropped?

Blane: Add peer learning/teaching and other items related to attitudinal factors.

Lawson: Drop "Misconceptions about Alcohol"--it's confusing and I can't see that it is any different from "Behavioral and Physical Effects." If it is different, reword it to make the distinction clear.

O'Gorman: It's fine as is.

Russell: No changes that I can see are needed.

Question 8: The additional resources include only items which are readily available and inexpensive or free. Are these wise restrictions?

Blane: If you keep the section, yes. But I suggest you drop the section: these kinds of resources tend not to be used. Another possibility is to suggest library resources--books which the teacher trainer can order for the library for his or her trainees to read.

Lawson: Yes.

O'Gorman: Yes.

Russell: Yes. But references are not used very often by teacher trainers. If space is a problem, eliminate the section.

Question 9: Are there items which should be added to or deleted from the resources?

Blane: Several of the items are pretty poor; Globetti is weak, Hames rosy.

Lawson: No.

O'Gorman: No.

Russell: No.

Question 10: Are any of the stills inappropriate or not useful?

Blane: Drop them; they're not necessary for teacher trainers at all.

Lawson: I don't like the stills on the cover, page 3, page 7 and page 9.

O'Gorman: Drop them all. They're not clear and make the booklet seem deadly.

Russell: Eliminate the stills on pages 3, 6, 9, and 11.

Question 11: Do you have any other suggestions for improving the booklet?

Blane: Your use of the word "student" and "class" is a problem. Refer instead to "teacher trainees" or "teachers in training." Also, the booklet could be used by other personnel besides teachers--e.g., school administrators, counselors, and nurses, and child care workers and social workers. In addition, adults may be the targets of the films, so include references to them. Finally, you raise a lot of provocative questions and at times it's frustrating not having any answers offered.

Lawson: I got confused as to what and whom you meant by "students"--students of teacher trainers or classroom students.

O'Gorman: No.

Russell: Suggest that the teacher trainer look over the suggested topics (bullets) and then check off the ones that are most appropriate for his or her personal use. Provide a sample lesson plan indicating how to use the booklet and its discussion topics--class time, how to select which topics to treat, etc.